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**OF**  
**THE AMERICAN ASSOCIATION**  
**OF UNIVERSITY PROFESSORS**

**ANNUAL MEETING**  
**COMMITTEE REPORTS**  
**REPORTS OF OFFICERS**

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## TABLE OF CONTENTS

Annual Meeting.....	92
Resolutions.....	92
Election of Officers.....	93
Organization and Conduct of Local Chapters, <i>E. S. Allen</i> ...	93
Methods of Appointment and Promotion, <i>H. Craig</i> .....	95
Academic Freedom and Tenure, <i>A. M. Kidd</i> .....	102
Economic Condition of the Profession, Income Tax Questions.....	106
Cooperation with Latin-American Universities, <i>L. S. Rowe</i> ...	108
International Institute of Teachers College, <i>P. Monroe</i> ....	110
Report of the Council.....	119
Report of the Secretary.....	120
Report of the Treasurer.....	122
Reviews	
The American College and Its Rulers, <i>J. E. Kirkpatrick</i> ...	124
Higher Education, Biennial Survey, 1924-1926.....	126
The Educational Record.....	128
Professional Codes, <i>B. Y. Landis</i> .....	129
Creative Education, <i>H. F. Osborn</i> .....	130
Books Received for Review.....	131
Notes and Announcements	
Association of American Colleges.....	132
College Entrance Examination Board.....	132
National Society of College Teachers of Education.....	132
National Educational Conference.....	132
Department of Superintendence, National Education Association.....	133
Progressive Education Association.....	133
World Federation of Education Associations.....	133
Geneva School of International Studies.....	134
American Historical Association.....	134
Educational Discussion	
The Aims of a Liberal College, <i>A. S. Pease</i> .....	135

# TABLE OF CONTENTS

91

Teaching Teachers, <i>W. M. Lewis</i> .....	141
The Question of the Women's Colleges.....	144

## Local and Chapter Notes

Brown; Admissions and Personnel in Women's College....	147
Chicago; New Developments in the Colleges of Arts, Literature and Science; Register of Doctors of Philosophy....	147
George Washington; School of Government.....	149
Michigan; The University College.....	149
Minnesota; Annuities.....	150
Mt. Holyoke; Report of the President.....	150
Oberlin; Proportional Representation, New Salary Scales	151
Pennsylvania; Reorganization of Board of Trustees.....	153
Vassar; Admission Methods.....	153
Wesleyan; Student Loans.....	154

## Membership

Nominations for Membership.....	156
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## ANNUAL MEETING

How the Association of University Professors can be made to fulfill its purpose more effectively was the general topic of discussion at the fourteenth annual meeting held at the Hotel Gibson, Cincinnati, December 30 and 31, 1927, and attended by delegates from many institutions. The establishment of a full time executive office, a substantial increase in membership, more active local chapters, and closer cooperation with the Association of American Colleges and similar organizations were discussed at length. Methods of appointment and promotion were also considered, especially the close relation of these to problems of tenure. The responsibility of the instructor in this connection was emphasized by the passage of an important resolution:

That it is the conviction of this Association that any member of the instructing body who, without giving due notice of his intention to do so and without sufficient reason, resigns before the close of the period of tenure for which he has been appointed and thereby causes much inconvenience to the institution, is deserving of censure.

Mr. and Mrs. Charles P. Taft opened their home with its magnificent collection of pictures to the delegates at the close of the Friday afternoon session and in the evening, after the annual dinner, entertained them at a piano recital by Mme. Marguerite Liszniewska.

The annual dinner was held Friday evening at the Hotel Gibson. The speakers were Professor Paul Monroe and President Semple. The President's address will be published in the March *Bulletin*.

President W. W. Boyd of Western College for Women, and Dean F. W. Chandler of the University of Cincinnati, representatives of the Association of American Colleges, attended the sessions and spoke at the Friday afternoon session on common interests of the Associations.

**RESOLUTIONS.**—Professor J. S. P. Tatlock of Harvard University presented the following resolutions which were unanimously adopted:

That the American Association of University Professors express to Professor William T. Semple its appreciation of his efficacious, tactful and judicious service to it during his two years as President and also express to him and through him to the University of Cincinnati and to the Chamber of Commerce its appreciation of the arrangements for an unusually successful and agreeable meeting.



That the American Association of University Professors express to Mr. and Mrs. Charles P. Taft its warm appreciation of the hospitality to it on the occasion of its meeting at one of the traditional centers of art and music in America.

**ELECTION OF OFFICERS.**—The following officers were elected: *President*, Henry Crew, Physics, Northwestern; *Vice-president*, Marian P. Whitney, German, Vassar; *Members of the Council* (term expiring January 1, 1931), E. G. Conklin, Biology, Princeton; W. W. Cook, Law, Johns Hopkins; R. E. Dengler, Greek, Pennsylvania State; W. L. Evans, Chemistry, Ohio State; J. P. Goode, Geography, Chicago; W. K. Hatt, Civil Engineering, Purdue; A. C. Ivy, Medicine, Northwestern; Elizabeth R. Laird, Physics, Mount Holyoke; C. E. Magnusson, Electrical Engineering, University of Washington; W. M. Persons, Economics, Harvard.

**ORGANIZATION AND CONDUCT OF LOCAL CHAPTERS.**—The first session was devoted chiefly to local chapter problems. The discussion was introduced and led by Professor Edward S. Allen of Iowa State College, chairman of Committee E.

With the growth of the Association, its usefulness and power depend more and more on the ability of chapters to further the cause of education and the aims of the Association, and to increase the number of active members; the interest of the delegates in the discussion showed how well this is realized. As President Semple said, "the progress of the Association is bound up with the existence of vigorous chapters."

Both the correspondence of the Committee and the remarks of some delegates showed that only a part of the functions of chapters had been generally recognized. When members report that conditions at their institutions are so excellent that chapters have no place there, they have not noticed how large and important a part of the Association's work has nothing to do with "grievances." Furthermore, they do not realize—and pertinent examples were given at the meeting—how valuable is a chapter's record of past "constructive" activity in case administrative conditions in a college take a turn for the worse. Others believed that some local club could altogether replace a chapter of the Association. It was pointed out that only chapters can help form such a national body of opinion on educational matters as this organization should create. In many cases, the clubs which are thought to make a chapter superfluous are

exclusive in one way or another—for instance, by limitation as to the sex of the members—and so cannot represent the profession as a whole.

For the most part, both the report of the Chairman and the discussion fitted in the framework of the questionnaire printed in the December *Bulletin*. Professor Allen admitted, however, that certain matters had been left out, such as chapter constitutions and dues. The Committee would be particularly grateful for information on these subjects, especially the means for collecting local dues.

Discussions of the function of chapters as centers for considering institutional policy and of By-law 6 were closely related. Practice in regard to this by-law has varied greatly. On the one hand, it has been held that the prohibition of communication with local authorities implied prohibition even of discussion of matters of local importance. On the other hand, formal resolutions on institutional policy have gone from a chapter to the university officials. It seems clear that By-law 6 does not prohibit discussion of any kind; and that in intention and usual interpretation, it is more liberal than its words. There resulted from the discussion no agreement as to whether a liberalizing amendment is desirable; for the present the rule is to be a reminder to chapters that they should exercise good sense and tact, and should not, by any communication, involve the national Association.

Apart from formal communications, several chapters reported that the informal talk in their meetings had served as a starting point for important faculty action later. One delegate made the significant statement that, although the chapter and its officers do not approach the administration, the administration has repeatedly asked the officers for the attitude of the American Association of University Professors, and has been guided by the answer. Another encouraging report told how, with the invigoration of a chapter and the invitation extended to all eligible persons to join it, cliques in the college, and the friction which they caused, have disappeared.

Some reports have come to the Committee of joint meetings of several chapters in the past, and of plans for more in the future. Just as ours is the only society uniting university teachers of all subjects in the United States and Canada, so it is usually the only one to bring together those in a single state or neighborhood, or in various institutions or branches under one control.

The national organization needs vigorous chapters; it needs chap-

ters which can and will cooperate in investigations by the Association and its committees. Officers can always answer questions quickly. When the opinion of a chapter as a whole is desired, more time must be allowed; yet, in order that the delay may be not too long, it seems wise for a chapter to meet within a month after the inquiry has been received. The opinion was, in fact, expressed at the meeting, that the questions proposed by the Association, chapter business, pressing local problems, and educational discussions would take the attention of an active body at least once a month. Full attendance at meetings is for each chapter a question of individual technique. Dinners and various forms of notification are useful devices, but live, conscientious officers and members are the chief need.

The answers, in the letters received thus far, to the Committee's Question 4, on means for encouraging intellectual progress of students are of course varied. It is significant of the conscientiousness of our members that improvement of teaching is the recommendation most often made.

The Committee had asked the chapters about their desires in the matter of subvention. The arrangement for the current year—a twenty-five cent rebate, and a limited traveling allowance for delegates—met the approval of nearly all who had replied before the annual meeting. The result, in efficiency and worth of the Association, is very gratifying. Yet anything approaching this generosity will be impossible, in the long run, unless the membership list is much longer; and both the chapters and Committee E must work for that purpose with increased energy.

**METHODS OF APPOINTMENT AND PROMOTION.**—The Chairman of Committee B, Professor Hardin Craig of the University of Iowa, presented a preliminary report. Recognizing that some of the delimiting factors of Appointment and Promotion were Academic Freedom and Tenure, the Recruitment and Training of College Teachers, and College Personnel Technique, he gave a select bibliography of the most important contributions in these fields and discussed briefly the activities in connection with them. With regard to the subject of personnel particularly, he gave a summary of the activities of the Personnel Bureau up to the time of its cessation. Following this, he presented a method of procedure for his committee as well as a statement of aims and objectives which his committee proposes to develop both from the replies to a questionnaire sent out, possibly, to

heads of departments and from the activities of an enlarged committee. Around this questionnaire, which is to be a means of determining actual existing conditions of Appointment and Promotion, was built the main body of the preliminary report. A somewhat similar questionnaire, partly quoted below, but dealing with an ideal system of Appointment and Promotion, was distributed to the delegates present with a request for careful and detailed answers.

*The Questionnaire.*—Good judgment is as important in this survey as the discovery of existing conditions. For this reason, the final report of Committee B will attempt to investigate and explain conditions prevailing in various types of institutions in the country as regards appointment and promotion, to make such suggestions as seem wisest and most practicable for governing the terms of appointment, and to frame a scale of promotions adapted to varying conditions in various institutions. Since data are to be gathered from numerous institutions and interpreted by the committee, it is not our primary purpose in this inquiry to ask about existing conditions. Our purpose is to ask for such advice as you can give as to principles to be followed and as to methods of setting in order the chaos which seems now to prevail in the general subject of appointments and promotions in American institutions of higher learning. Upon the following outline, therefore, your opinion and your constructive advice, given both at the meeting and later in writing to the chairman of the committee, are urgently requested. The committee wishes ultimately to place, in juxtaposition with a knowledge of existing conditions, the opinions of the best thinkers in the Association as to what should be the correct and effective procedure with regard to appointments and promotions.

I. *Appointment.*—As far as we are able to tell, the following evils often underlie present practices in the making of appointments: (1) methods are apt to be haphazard; (2) they are uneconomical; (3) they do not discriminate between the ordinary man and the man of exceptional talent; (4) they proceed on incomplete knowledge of the appointee; (5) they take into consideration too small a number of applicants; (6) they overlook men of talent who are engaged in inconspicuous institutions; (7) they are based on inadequate or narrow theories of education; (8) they do not systematically promote scholarship; (9) they employ no definite standards of qualifications; (10) they increase the exercise of autocratic power in the

hands of a few; (11) they pay too little attention to the personal qualifications of the candidate.

A. From the standpoint of an institution.

1. What methods do you think should be used in the selection and appointment of persons of the following grades: assistants? instructors? assistant professors? associate professors? professors?

2. Should this Association make an effort to obtain money for the continuance of the Personnel Bureau established by the American Council on Education?

3. Would it be possible to proceed in the matter by an organization which would make use of standard files in local institutions?

4. Would the British system—the advertisement of vacancies and the presentation of credentials by candidates—be a good one to adopt and be possible of adoption?

B. From the teacher's standpoint.

1. What should be the college teacher's method of securing another position?

2. Should he join a teacher's agency?

3. Should he write to other institutions?

4. Should presidents and deans and local appointment bureaus systematically and regularly recommend him for vacancies?

5. How should the man in the smaller institution secure transfer to a larger institution?

6. As regards activity in securing other positions, what are the limits of a teacher's loyalty to the institution of which he is a staff member?

C. Official personnel bureau for college and university teachers.

1. To what extent could such an institution be made to cure the difficulties in appointments?

D. Method of appointment.

1. In whom should the power of appointment rest?

2. Should the dean or the president of the college take the initiative and make the final decision with regard to filling vacancies?

3. What should be the duty of departments and department heads in the making of appointments?

4. In what cases should faculty members in other departments—those of like rank with the appointee—have a voice in appointments?

E. Qualifications of candidates.



1. What should these qualifications be for various types of institutions?
2. Can you make a practical suggestion for handling the issue between teaching and research?
3. Can you suggest a method of testing the success of teachers?
4. In what cases should the institution demand definite evidence of productivity in research or writing?
5. How can reliable information as to teaching ability be secured under the present system in which teachers give their own examinations?
6. In particular, what detail should be attended to in securing information as to qualifications of persons in the following ranks: assistants? instructors? assistant professors? associate professors? professors?

II. *Promotion.*—We find ourselves confronted by a situation in which promotions in rank and salary occur: (1) as a recognition of merit and length of service; (2) upon insistent demand; (3) on the occasion of calls from other institutions. This has on its face the following disadvantages, thought to be widespread: (1) Promotion is irregular and irrational; (2) it is a source of unrest among college and university teachers and is possibly a deterrent to the recruitment of the profession; (3) it brings about uncertainty in the recognition and advancement of talented men; (4) it produces bad economic conditions by encouraging low salaries; (5) it delays in many cases the taking of professional degrees; (6) it causes unfair differences in salary between men of the same rank and quality in different departments of the same institution; (7) it puts the modest man and the man at work on large and difficult tasks at a disadvantage; (8) it brings about an unnecessary issue between men who devote themselves primarily to research and those whose main activity is teaching or administration.

A. With regard to promotion and salary, there are two different theories or systems in effect, in one of which action is controlled, by and large, by market price, promotions being made when it is necessary for one reason or another to make them; and in the other of which there is a definite scale for promoting men of merit according to length of service.

1. The following is the actual condition in department X of a state university:

There are	of whom	receive	and have been in service at the present salary for	the last increment being	and the total length of service
6 Assistants	2	\$800	1 year	....	1 year
	2	900	1 year	\$100	2 years
	2	900	3 years	100	4 years
15 Instructors	1	1600	5 years	....	7 years
	1	1700	5 years	....	5 years
	4	2000	3 years	....	3 years
	4	2000	2 years	300	4 years
	5	2200	2 years	200	5 years
6 Assistant Professors	1	2500	5 years	500	13 years
	2	2500	3 years	250	4 years
	2	2750	1 year	250	4 years
	1	2750	3 years	250	7 years
6 Associate Professors	1	2750	3 years	....	3 years
	1	3000	1 year	250	10 years
	2	3000	2 years	250	4 years
	1	3250	5 years	500	8 years
	1	3600	7 years	....	7 years
4 Professors	1	4000	4 years	400	19 years
	1	4250	3 years	500	4 years
	1	4750	2 years	....	2 years
	1	5000	4 years	500	10 years

2. The following is the scale recently adopted and put into effect at the University of Washington:

Rank	Minimum Salary	Maximum Salary
Associates.....	\$1500	\$2500
Instructors.....	2000	2500
Assistant Professors.....	2600	3200
Associate Professors.....	3300	3900
Professors.....	4000	5500

Note.—The associates usually start at \$1500 and automatically receive increase of \$100 a year up to \$2000. As they are rendering a particular type of service—such as teaching elementary composition—they are not normally in line for instructorships. An especially valuable associate is advanced beyond \$2000.

The instructors receive an increase of \$100 a year until they reach \$2500, and the next year are considered for advancement.

The assistant professors receive an increase of \$200 every second year. After an assistant professor has received \$3000 for two years, he may be advanced to \$3200, or he may be advanced to an associate professorship at \$3300. If he receives \$3200, he is considered for advancement the year following. Mediocre men will of course remain at \$3200 indefinitely.

The associate professors receive an increase of \$300 every third year. After an associate professor has received \$3900 for one year, he is eligible for a full



professorship at \$4000. Only the more promising men, however, will receive this recognition. The full professors receive an increase of \$500 every third year. The present maximum is \$5500.

3. With reference to the two systems, is it inevitable that our profession should be controlled in matters of rank and salary by purely economic considerations?

a. If so, what will alleviate the situation?

b. What are the advantages of a frank acceptance of an economic basis of action: *i. e.*, one in which promotion in rank and advances in salary are made strictly on account of one or another sort of pressure and in accordance with the individual case?

c. What are its disadvantages?

4. What are the advantages and disadvantages of a fixed scale of promotions?

5. The adherence to a fixed scale of promotions is widely announced; there are relatively few institutions which do not claim that their practice is regular and is dictated solely by meritorious service and length of tenure. Can you suggest a way by which we may get at the truth?

6. On the supposition that a regular scale of promotions for various ranks were to be established in your institution, will you indicate on the following blank chart your idea of an equitable and practicable plan of increase, taking into consideration maxima and minima, increment of increase, number of years between increases, etc.?

Rank	Salary		Increment of increase	Years between increase	Tenure
	Minimum	Maximum			
Assistant					
Instructor					
Assistant Professor					
Associate Professor					
Full Professor					
Dean					

#### B. Salary.

1. What should be the recognized bases for increase in salary? (If you introduce the factors of length of service, scholarship and productivity, teaching ability, administrative usefulness, etc., please place them in the order of relative importance.)

2. Should the upper limits of salary in any particular rank be

made sufficiently flexible to allow special increases in order to hold men of special value or promise? Or should the rank always accompany the salary?

3. Can you suggest a plan (within the limits of a scale) by which the unusually brilliant man may be discovered and advanced and the mediocre man retarded?

C. Promotion in rank.

1. What should be the classification of service to be rendered by: assistants? instructors? assistant professors? associate professors? professors?

2. What should be the proportional numbers in these ranks in order to prevent the adoption of a scale which would crowd certain ranks?

3. Is it justifiable to have one professorial grade in which a man of recognized value but of small promise may be anchored?

4. Do you approve of mid-ranks, such as associate, adjunct professor, etc.?

5. What weight should be given to the factor of age in considering promotion?

6. What should be the specifications for teaching in the grades concerned as to (1) number of courses or scheduled hours; (2) relation of advanced courses to elementary courses; (3) size of class sections to be taught by one teacher; (4) allowance of time for conferences with undergraduates and the direction of the work of graduate students; (5) contact between men in the higher ranks with under-class students; (6) amount of graduate work which may be carried by assistants and instructors in relation to teaching schedule?

III. *Miscellaneous.*

A. What other aspects of the problem can you suggest which it would be important for the committee to consider?

B. What is the bearing of the relative recognition of men and women as regards their rights to promotion in rank and salary?

C. How do you think the material for the final report should be assembled?

1. By a detailed questionnaire?

2. If so, to whom should it be addressed?

3. By special questionnaires?

4. By local chapters?

5. By a large committee who might study their own institutions and visit neighboring institutions?

D. What are the correct practices to be followed in the matter of dismissal from grades whose tenure is limited?

ACADEMIC FREEDOM AND TENURE.<sup>1</sup>—The rules on tenure as expressed by the Washington Conference, which at the last meeting of this Association were approved as a minimum, cover separately the assistant professor and those of higher rank. For the assistant professor the rule reads:

Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

A few cases have been presented to us by assistant professors who did not understand the rule and felt sometimes passionately that the failure to reappoint was unjust. Unjust it may have been, but it is evident that a large amount of administrative discretion is here permitted. The executives have generally approved the provisions for consultation with the department and with a faculty committee whenever the faculty chooses to appoint such a committee. On one or two instances inadequate notice was given of the intention not to reappoint, but there were special circumstances in these cases.

For the associate and full professors the rule reads: "It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may

<sup>1</sup> The report of Committee A drafted by its Chairman, Professor A. M. Kidd of the Columbia University School of Law, was presented at the Saturday morning session by Professor H. R. Fairclough (Stanford) of the Committee.

be necessary in cases of gross immorality or treason, when the facts are admitted." In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence, the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time that the decision is reached.

In the cases that have come before the Committee, with possibly one exception, there has been no such hearing. Both sides have usually expressed a desire for a complete investigation. In every case but one we have refused to comply with this request on the ground that there was nothing to investigate. The required hearing had not been given and no adequate explanation for the failure had been rendered. This solution has not been satisfactory to the parties concerned. The professor wants a complete exposé of the deplorable conditions that exist at the institution with full newspaper publicity. The deplorable conditions are seldom reduced to formal charges, although a few bits of academic scandal are sometimes furnished. On the other hand the institution tells us that if we would only investigate we would know how impossible the professor was and how patient and long-suffering the institution had been. What we have tried to accomplish is to impress on institutions that an appointment to the higher ranks is presumed to be permanent; if there is an understanding that the first year or two should be on trial that should be made clear in writing; that universities must be careful not to make improvident contracts; that when they do they should be bound by them even when the appointment was made by a deposed president; if, however, the incompetency of the professor is clear to them, he should have the hearing provided by the rules.

It must be admitted, however, that such hearings have not taken place. The institution explains that out of consideration for the professor no charges were filed. Probably most dismissals are accomplished by an informal suggestion that the professor had better look elsewhere. Usually the suggestion is followed. Sometimes a leave of absence for a year is given, and we have had cases where the leave has been accepted, but the professor has failed to make other con-

nections and has then brought his complaint to the Association. We have held that it is too late. The professor who is notified that he will not be reappointed must make up his mind then and there whether he will resign. If not, he should demand a hearing at once in accordance with the above rules. If this hearing is refused or is unfairly conducted, then for the first time he is in a position to complain to the Association. No good comes from rushing to the public press on the first notice of dismissal. It is a difficult position in which the professor is put. Charges and public hearing are apt to damage his professional reputation even if the verdict is in his favor. The value of the Association procedure is not so much in its actual use as in the possibility of its use.

1. It tends to make universities more careful before making appointments.

2. It tends to prevent presidents and heads of departments from acting on prejudices, personal dislikes, etc. Such differences must be adjusted as a matter of academic tolerance.

3. It affords a competent and resolute professor a means of vindicating his professional reputation when unjustly attacked.

Some institutions have attempted to evade the rule of tenure claiming that all their appointments are on an annual basis. While this may be legally true, the position of this Association is that morally academic tenure should be permanent.

Some difficulty has arisen from the impression of both administrators and professors that this Association conducts hearings to determine whether there are adequate grounds for dismissal. This of course is not so. The hearing provided for is one within the institution. In one case called to our attention the institution appointed a committee composed in part from outside experts. This committee found considerable fault in the head of the department, as well as in the dismissed professor, and made constructive recommendations for the reorganization of the department. Such action within the institution is preferable to referring cases to the Association.

In fact the question of the rules that should govern a hearing within the institution is rather theoretical, as such hearings have not been held. In most of the cases that have arisen, no adequate hearing could have been held, for the members of the faculty competent to sit in judgment were disqualified by the fixed opinion which they had already formed. Perhaps in such cases the Association might offer its mediating services. In deciding whether to publish com-



ments in the *Bulletin*, the committee is largely guided by the attitude of the university. If the dismissal took place under conditions of disorganization and absence of rules, and these conditions are being remedied by the institution, no good is accomplished for the Association, the professor, or the institution by publishing a statement.

It is a pleasure to record the general acceptance of these rules and the few violations brought to our attention, especially when we realize the strained relations and atmosphere of distrust and suspicion existing in some academic institutions. Several of the reported violations were from institutions not members of our Association. A number of state normal schools are becoming colleges and the right to hire and fire at will is freely asserted by the governing authorities. Their teachers seem not to have the benefit of the tenure rules of this Association or the civil service provisions of the public schools.

No direct complaint has been made by any president to the committee of a violation by the professor in breaking his contract, but there have been comments indicating that it is common, especially in the lower teaching ranks, to leave without adequate notice. There has been a suggestion that if the university is bound to retain the professor, he should be equally bound to serve the university. It is unnecessary to develop the fallacies of this argument. A most powerful incentive for the improvement of universities would be taken away if a professor were not free to accept better conditions from another institution. The notice that he should give before leaving does not seem agreed on, nor the practice that should be observed by a university in calling a professor from another institution. Should it notify the head of the department concerned or the president that an offer is being made to one of their professors? This Association should formulate rules on this subject, and be ready to publish violations by professors and institutions, for the university that accepts a professor who has violated the moral obligations of his tenure is equally guilty.

Some protest has been made that the Association is more interested in maintaining the tenure of mediocre men than in getting rid of them, as to which it may be said: 1. Mediocrity should be ascertained during a period of temporary appointment. 2. More care should be used in making permanent appointments. 3. Stability is so thoroughly to the advantage of the institution that a few injurious cases should be tolerated. 4. Where clear and injurious incompetency develops, the responsibility of determining that fact should be

shared with a faculty committee. It must be admitted, however, that up to the present time everyone seems to have shrunk from filing charges of incompetency against a professor and holding a public hearing.

One question of tenure not taken up by the Committee involves persons without regular academic standing who are appointed directors, coaches, etc., with assimilated academic rank. Do the rules of tenure apply to them?

Twenty-three cases from twenty-one institutions have been received since June 1926, or the work in them substantially done during that time. Some of them have been easily disposed of on the face of the complaint. Others have required extensive correspondence. One was referred to the council. In four an informal visit was made to the institution by a member of the Association. In only one was an investigation ordered. All but five cases are completed or substantially so and with one possible exception all will be completed within the next few weeks.

A violation of privilege which came to our notice but not for investigation involved a censorship by the librarian of the reference books which a professor desired to use in his course.

The resolution already quoted, concerning the responsibility of the instructor to the institution was presented by Professor Fairclough as an adjunct to this report and, after some discussion, was unanimously adopted. (See page 92.)

**ECONOMIC CONDITION OF THE PROFESSION AND INCOME TAX QUESTIONS.**<sup>1</sup>—The Report of the Committee on the Economic Condition of the Profession and Income Tax Questions must be divided into two parts, because practically nothing has been done on the "economic condition of the profession," although a file has been maintained in which all the data pertaining to this subject are being collected for future reference.

In regard to income tax questions, your Committee has considerable progress to report due to the kind cooperation of Professor Alexander Silverman of the University of Pittsburgh, Professor H. Diederichs of Cornell University, and Professor H. J. Davenport of Cornell University.

The decision<sup>2</sup> of the United States Board of Tax Appeals answer-

<sup>1</sup> A memorandum from Committee Z drafted by the Chairman, Professor J. H. Hollander of Johns Hopkins University, and approved by members of the Committee was read at the Saturday morning session.

<sup>2</sup> Professor Silverman states that this decision while a precedent for other individual cases has not become a written law.



ing Professor Silverman's petition (docket No. 10,389 dated May 12, 1927) stated: "Amounts expended by petitioner—in connection with the carrying on of his profession, in attending scientific meetings and conventions, constitute an ordinary and necessary business expense." The case of David G. Lyon versus the Commission on Corporations and Taxation (Massachusetts) in an opinion March 2, 1927, abated a state income tax on a retirement allowance received from the Carnegie Foundation for the Advancement of Teaching.

Professor Davenport appealed the decision of the local tax authorities which denied the deduction of traveling expenses in connection with services rendered a school distant from his usual residence. While the local authorities have reversed their decision and have allowed the traveling expenses to be considered a taxable deduction, there is no promulgation from Washington to this effect. It is, therefore, recommended that the following resolution be approved at the next meeting: Resolved, that the Chairman of the Committee on the Economic Condition of the Profession and Income Tax Questions be requested to secure a ruling from the general counsel of the Bureau of Internal Revenue as to the condition and extent to which traveling expenses incurred in connection with the rendering of services for pay at points removed from the taxpayer's usual residence may be considered taxable deductions.

Professor Diederichs raised the question of whether royalties paid to authors are "earned income." The decision of the general counsel of the Bureau of Internal Revenue in G. C. M. 236, VI-30-3326 states the position of the Washington authorities thus:

"An opinion is requested as to whether the full amounts received by taxpayers as royalties from publishers should be considered as earned income.

"As stated in Solicitor's Memorandum 4088, no attempt should be made to lay down a general rule defining earned income which is applicable to all cases, but the individual cases should be considered upon the facts in each case. The question presented for opinion is so general in its scope that it cannot be answered so as to cover all cases that may arise involving royalties as a part of the taxpayer's income.

"The view is presented that all royalties paid by publishers to authors are paid as a consideration for the author selling, renting, or leasing his property to the publisher, and that royalties received by an author from his publishers do not come within the meaning of the term 'earned income.'

"The question whether an author sells, leases, or rents his intellectual product to a publisher depends upon the terms of their contract. The contract may provide for the transfer of both the tangible and intangible property rights of the author in his product for which the publisher agrees to copyright, advertise, publish, and market the intellectual product and to compensate the author in the form of royalties for his property rights.

"When the royalties received by an author are derived either from the sale, leasing, or renting of the intellectual product, it is the opinion of this office that they are not paid for 'personal services actually rendered,' but are paid for the use or sale of property, and do not come within the meaning of the term 'earned income' as defined in Section 209 (a).

"A publisher may enter into a contract with an author to write articles on certain subjects once a week for a period of one year for a newspaper, or to write a book on a certain subject, the publisher to copyright the literary work and pay the author a stipulated amount in cash or a certain amount of cash plus a percentage of the income derived from other publishers using the article or materials in the book. In this class of cases there exists the relationship of employer and employee and the consideration paid the author is for his personal services.

"Intellectual products of an author who contracts or is employed to write articles or books at some time in the future for publishers, in a majority of cases, belong to the employer, and the author has not tangible or intangible property rights in the published property. It is the opinion of this office that both the lump-sum amount and royalties paid in this class of cases is for 'personal services actually rendered' and comes within the term 'earned income' as defined in Section 209 (a)."

The Committee is much indebted to Dr. G. H. Newlove, Associate Professor of Accounting in the Johns Hopkins University, who, although not a formal member of the Committee, has nevertheless devoted considerable time and effort both in connection with the routine duties devolving upon the Committee and in the preparation of the present memorandum.

COOPERATION WITH LATIN-AMERICAN UNIVERSITIES.—A report on the exchange of professorships and fellowships with Latin-American Universities was presented at the opening of the afternoon session. Prepared by Dr. L. S. Rowe, chairman of Committee I, it was presented to the meeting by Dean E. E. Brandon of Miami:

At the last annual meeting of this Association the Chairman of Committee I, reported in detail on a campaign which had been carried on among American educational associations and institutions

in furtherance of exchange professorships as well as fellowships for Latin-American students. During the past year the Association of American Colleges and the Association of Land Grant Colleges have gone on record as approving this method of fostering closer intellectual relations, and a few more colleges and universities have established tuition scholarships. While no scholarships have been offered by Latin-American universities, with the exception of the University of Mexico as was mentioned last year, efforts in this direction are being made in at least two institutions. A regular exchange of scholarship students is now being carried on between Pomona College and the University of Mexico, with results which should encourage others to enter into a similar arrangement. It should be added that many Latin-American students are holding scholarships in the United States and acquitting themselves with credit.

Arrangements for the exchange of professors are proceeding, though slowly. The University of Havana has expressed a desire to effect exchanges and the matter is being taken up with individual universities here. The University of Buenos Aires has initiated direct negotiations with certain American universities. Other Latin-American universities have invited individual American professors to deliver lectures, and two distinguished Mexican educators have lectured in the United States on the invitation of various American universities, the results having been in every case very gratifying. On the part of the United States the Carnegie Endowment for International Peace is rendering a valuable service by sending, as Carnegie Exchange Professor to South America, Dr. James Brown Scott in 1927 and Dr. David P. Barrows in 1928. A few of our universities have effected reciprocal arrangements of one sort or another with universities in Latin-America, such as that between the University of Porto Rico on the one hand, and Columbia, Boston, and Cornell Universities on the other in the development of its Schools of Tropical Medicine, Business Administration, and Tropical Agriculture, which are drawing students from South and Central America.

Another phase of intellectual *rapprochement* to which attention has been given by the Committee is the exchange of publications between universities in this country and the other American republics. Some such exchanges are now being arranged.

It will be recalled that the last annual meeting of this Association adopted a resolution of greeting to Latin-American university officials and professors, which was transmitted to them by the Pan-

American Union. This greeting was much appreciated, the University of Havana and the Catholic University of Chile having especially requested that their return greeting be sent to the Association of University Professors.

A member of Committee I, who attended the Bolivarian Congress at Panama last year brought back the recommendation that, among other means to a better mutual understanding, increasing emphasis be laid on courses in Latin-American literature. During the last few months an effort in this direction has been made, with the cooperation of the American Association of Teachers of Spanish, and it is gratifying to announce that as a result the University of Texas has established a professorship of Latin-American Literature, and it is likely that others will follow.

In conclusion, the Chairman bespeaks the cooperation of every member of the Association in bringing to his attention opportunities for furthering the purposes of this Committee.

THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY.—Professor Paul Monroe, Director of the International Institute of Teachers College, Columbia University, described the work of that organization:

To understand the function of the International Institute of Teachers College it will be necessary to consider briefly the cultural functions performed by the foreign student of education and by the foreign student in general. The function of the foreign student in the dissemination and unification of culture has not been clearly recognized. One large factor in progress has been the transfer of cultural elements from one people to another—the cross-fertilization of culture as it were. Even before the days of the organization of institutions of higher learning, the traveler who went to a foreign country to obtain and bring to his native land a knowledge of the cultural achievements and activities of other peoples, preformed a service of which we have but little definite knowledge and no definite appraisal. Few of them were as conscious of the process as was Herodotus or later Marco Polo. But with the establishment of schools for the dissemination of culture, the visitor from foreign lands becomes a well recognized instrument of such intermingling of cultural strains. Cicero was but a personal illustration of the process by which “captive Greece took captive her rude conqueror.” The Apostle Paul served a similar purpose not only for his own but for succeeding generations in giving

Christianity a setting in a world culture. So also later did St. Augustine, a student from the desert oases of North Africa to the schools of Italy. The Roman schools, especially those in the provinces, vied with her legions and her road builders, as instruments in the dissemination of the Roman culture among the barbarians.

The early monastic orders carried on the same traditions and the early universities crystallized it. In fact, the term *universitas* connotes a universality of student allegiance rather than a universality of knowledge. The classical renaissance and the beginning of modern learning became the outstanding demonstration of the value of the student in foreign lands. Erasmus, the first man with an international mind, became the prototype both of the universal or international student as well as of the universal teacher. The Reformation could not have happened had Luther not been a foreign student at Rome. Perhaps it might be said that the American Revolution could never have happened but for the influence of the scores of colonial students at the Inns of Court in London who brought home and disseminated a knowledge of the principles of English common law. First in Japan, later in China, the similar transfer of a culture of the West—the modern culture of science—was facilitated, if not caused, by the students in foreign lands, now grown to the proportions of a small army. In our own case the development of a broader culture of a university type was begun by those early students to Germany, now a century ago. Chief among these were George Bancroft, the historian, and George Ticknor, the educational mentor of Thomas Jefferson. How much the later development of universities from the days of President Tappan of Michigan, Andrew D. White of Cornell, and Daniel C. Gilman of Johns Hopkins, was due to the returned students from Germany, is known to all university men.

Those interested in the progress of culture and of learning or of the development of an international understanding and the elimination of international conflicts, too little recognize the significant opportunity offered by the large number of foreign students within our gates, now variously estimated to be from 10,000 to 20,000 each year.

But the present generation is witnessing a development of this international inter-communication of far greater significance. The culture of the generation gone was for the few; and the influence of their interchange scarcely penetrated outside the limits of the small intellectual class.



The modern world is a world of democracy: cultures are stable in proportion as they are shared in by the masses of the people. For cultural as well as for political purposes the educational processes of a democracy have become of supreme importance in our own generation. Admitting all of the defects, which are many, and all of the unsettled problems, which are more, the educational system of America is the outstanding achievement in machinery for disseminating and developing a common culture shared in by the masses of a people. Hence, the foreign student of education has far more significance in the interchange of cultural achievements than the foreign student of the past. During the generation that has just passed the American students of education in Germany did much to perfect the technique and organization of higher education in the United States. They acquired the impetus which has resulted in making the study of the process of education a scientific discipline.

But the foreign student of education in the United States at the present time is definitely and consciously interested in studying the entire technique of a democratic education, in inquiry into its effects on the American democracy, and in acquiring or adapting such of the educational procedures as may be applicable with modifications to other social groups. Through the experience which he brings and shares with other students he makes of the study a comparative investigation which redounds to our benefit as well as to that of his fellow foreign students from other foreign lands.

If the interchange of cultural achievement through the foreign student of the past was significant in the development of those cultures whose possession was shared only by a limited and favored few, how much greater is the significance of the foreign students to-day, the result of whose studies is destined to affect the culture and thus the mutual understanding of whole masses of people.

How large this number of foreign students of American education in our various institutions may be at the present time is perhaps impossible to tell. But at Teachers College through the International Institute there are registered this semester two hundred and eighty-eight students from forty-two foreign lands. This becomes a force for international understanding of no mean proportion. This foreign student attendance began twenty-five years ago with two Chinese students. Since then more than two hundred Chinese students have received their degrees from the College and the annual attendance of Chinese in the School of Education is between forty and

fifty. Many of the earlier graduates have taken an outstanding part in the development of modern education in China. With the gradual replacement of revolutionary by constructive action in this now distracted land these students will play an increasingly important part.

From no other single land has the attendance been as large or the influence as formative. But, from wherever the democratic ferment is working, students of education will find their way to America. Those of us who visit foreign lands to study their educational activities and to meet their educators soon discover that there is a very real interest in American popular education and a widespread demand for information—especially for printed material—about it.

One of the obvious needs of the student of education is that he should see real schools, as well as attend lectures on education. One of the primary functions of the International Institute is to provide such facilities. A considerable portion of the time of the student and of the staff as well is given to the visitation, under direction, of all types of schools and of other educational activities, and the observation of the various processes of instruction. Instruction in our various professional schools of education, particularly of university departments, is necessarily more or less critical, and based on the assumption that the professional student is familiar with such processes both as a student and as a teacher. Furthermore, it is assumed that he is preparing for further service in this system. As none of these assumptions holds with reference to the foreign student, there should be a corresponding adjustment in the character of the instruction and there should be developed some procedure of observation which would give him some actual familiarity with the schools. Such a procedure takes time and devotion and interest quite different from that of classroom instruction. Furthermore, considerable financial support is necessary in order to make such study possible. Fortunately, in the case of the International Institute such funds have been made available, sufficient to give some seventy-five to one hundred students annually considerable familiarity with various types of schools in New England, the Middle States, and the adjacent South. Since extensive visitations are made in the rural regions the students thus become acquainted with the social and economic background of rural and city life and better able to understand the educational processes which have been formulated



to meet the needs of the social environment differing as it must from that from which they came.

With this background of experience and practical contact with the school, the foreign student is better prepared to make his choice from and to profit by the instruction of the extensive range of offerings of a professional school of four thousand matriculated students and two hundred instructors. The offerings in psychology, school administration, secondary, elementary, and rural education prove the most popular. However, every line of work has some followers. Training and research in the practical and household arts, including dietetics and nursing, have many followers. The newer lines of curriculum research, statistical investigation, tests and measurements, pre-school education attract many students. The entire university offering is also open to their choice, where politics and history, economics and sociology, business and philosophy are most frequently chosen.

All of these students are professional students; all are of graduate standing. But they vary widely in experience. Most have had some experience in teaching or administration—some few have not; many are of wide experience. Most of these latter belong to a special group for such study made possible through the assignment of a Macy grant of sufficient size to provide for necessary expense of living and travel. Most of such students are nominated by their Ministries of Education. Several of them are from the staff of the ministry itself, some few of outstanding experience and of positions of importance. As an illustration of the significance of such students, I may mention that four of this group from the academic year 1926-27 are now preparing volumes on American Education to be published in their respective languages, German, Czech, Magyar, and Russian. The Institute is no respecter of political forms, as our interest is in education only; so we have students from the Soviet government and have assisted them financially as far as we are able.

In addition to the regular student, the Institute has cooperated in giving instruction and guidance to groups of a more temporary nature. In 1925-26 the Ministry of Education of the Mexican government sent a group of twenty-eight secondary teachers for a period of two months. For them the Institute organized special courses of instruction and special visitations that the group might see and understand every type of secondary school, the problems of these schools, and the trends of development in the entire field.

Such visitations, as with the regular visitations of the group, are prepared for by conferences with superintendents or principals, and are terminated by similar conference with the administrators and teachers of the school visited. Such conferences form the most valuable part of the instruction. As is true with many of the most experienced of the regular students, so with all of the short term students, degrees and academic regulations and rewards are of little significance. Professional improvement is their only objective.

A visit to Mexico City more than a year after this period of intensive instruction revealed the results obtained even after so short a period. The Mexican educational authorities, representing the cooperation of both the Ministry of Education and of the University, whose active administrative heads, as opposed to the political and professional heads, are also products of Teachers College, are conducting a great reform, of which the changes in the type and purpose of secondary education form one part. These twenty-eight selected teachers and administrators furnish the chief instrument of this reform. In brief this is the change from secondary education as introductory to the professional schools of the university and thus a narrow gateway to all professions and to government service, to a secondary education of a democratic type, no longer controlled by the intellectual class to preserve their own privileges, but open to all the people, and to all graduates of elementary schools.

In order to accomplish this revolution, high schools must be multiplied, their curriculum varied, a popular appeal made, teachers and administrators trained, and above all a permanent teaching corps built up to replace the teachers engaged by the hour and having no professional interest in the school or in the life career of the pupils. The accomplishments of less than two years have been startling. Schools have been increased from one to four; the attendance has been increased several-fold; the nucleus of a permanent staff recruited; the problems of student control, deportment, and attendance minimized; a popular enthusiasm for education greatly stimulated. All of this has been the achievement of the Mexican educational leaders, not of the International Institute; but the Institute has contributed through the training of leaders, and this is the function of the Institute.

A somewhat different type of service is indicated in its cooperation with the Central Institute of Pedagogy of Berlin. The Institute has planned a visitation of twenty-five chosen German teachers to

visit American schools. The International Institute undertakes to guide those teachers in their visitation and to offer instruction in the way of interpretation.

As indicative of the general interest in American democratic education, it is significant to note that though but twenty-five could be taken on this pilgrimage and the expense to each individual will be four thousand marks, yet more than five hundred Prussian teachers applied for the opportunity.

Other visitations of a less formal character are numerous. Commissions have been received from China and Japan. Visitors singly or in small groups are received frequently from various countries.

A service of less significance in making American education known abroad, is performed by members of the staff by lectures in foreign universities. Universities in Germany, Mexico, and China have served as hosts to such visitors, and invitations from universities in three other lands are under consideration for this coming spring and summer.

A second function of the Institute is to give instruction and guidance to its students, and particularly to American students, concerning education in other lands. This is accomplished by various means. By an interchange of experience and of knowledge of educational activities in their own lands, these students from two score lands become in themselves mutual instructors and contribute much to the understanding of what they observe in the United States. Various courses on comparative education are offered by the staff of the Institute; conferences and guidance in investigations contribute quite as much to the same end.

Each summer a small group of American students works under direction of some members of the staff in European countries. Various volumes have been published representing the results of investigations by members of the staff of the Institute of translations of important educational documents of foreign countries. Among these are volumes on education in France, in Germany, in Bulgaria, in the Philippines, in Porto Rico.

To the accomplishment of the same purpose the Institute has issued each year an "Educational Year Book," consisting of studies on the contemporary educational tendencies in various countries. Each volume consists of approximately a dozen articles, so that every third or fourth year the most important countries find consideration. As these articles are furnished by outstanding educators

of the countries with which the articles deal, whose time though not their expert experience must be paid for, the continuance of this service will depend in the future upon a more responsive interest in this volume (published through the Macmillan Company) than it has hitherto received.

In the pursuit of the two major functions of the Institute—the instruction of the foreign student concerning American education and the instruction of the American student concerning education abroad—a third function is developed, that of investigation of foreign educational conditions. This function becomes twofold: investigation at the direct invitation of foreign authorities as a means of practical professional assistance; and investigation for the purpose of increasing the knowledge of American educators of a foreign system.

Previous to the founding of the Institute, its Director had made two investigations of foreign educational systems at the invitation of their educational authorities. One of these was of China; the other of the Philippine Islands. A thorough study of the educational system of the Islands was made by a staff of twelve American specialists in the various aspects of public education. This survey was conducted under the direction of the Director of the Institute and the resulting survey volume of seven hundred pages was issued both as a public document of the Philippine Government and by the Institute. Of the twenty-eight formal recommendations made by the Survey Commission, twenty-seven have been accepted either for immediate or ultimate adoption by the legislature or the appropriate educational authorities. In 1926 a similar study by a similar commission, at the invitation of the insular Legislature, was made under the direction of the Institute. While other similar invitations have been received from other governmental authorities, conditions were not deemed favorable for formal study. However, courtesy invitations for formal visitations on the part of two other governments have been accepted by the Director. Thorough investigations by members of the staff of the Institute have been made of a number of national educational situations of peculiar interest and significance since the World War. Volumes resulting from such studies have been published on Bulgaria, France, and Prussia. Similar studies have been made, with no publications issued as yet, for Mexico, Austria, and of secondary education in Latin-America.

Through correspondence, contact is maintained with many of

the former students of the Institute in their various home fields and acquaintances have been formed among these students which already have resulted in the development of numerous friendly international contacts which otherwise would not have occurred.

One field of major service, which was originally contemplated within the function of the Institute has not been developed. Contact with educators in almost any foreign field reveals a widespread demand for literature on American education. The expense and the multiplicity of such publications renders it quite impossible for foreign educators to keep informed concerning American educational activities, investigations, methods, achievements. A publication that would place selected excerpts from this vast range of published materials in all these fields, at the service of interested foreign teachers and school administrators and do so without expense to them, would confer a favor on them as well as perform a service to America. Should funds be made available for such publication, the staff of the Institute would be prepared to undertake the work.

The Institute was established in 1923 and its support is guaranteed until 1930, through the generosity of the International Education Board and of its founder, Mr. John D. Rockefeller, Jr. The Macy grants are the gifts of Mr. V. Everit Macy.



## REPORT OF THE COUNCIL FOR 1927

The Council held several sessions at the annual meeting in Philadelphia, December 1926, and has conducted the usual business during the year by letter and by a meeting of the Executive Committee with nearby members of the Council and representatives of the committee on Academic Freedom and Tenure in New York in May. The principal matters dealt with during the year have been as follows:

*Membership.*—After discussing various aspects of membership problems, the Council, by letter ballot, approved the constitutional amendments as subsequently published in the *Bulletin* and incorporated in the program for the annual meeting. Important suggestions in regard to certain details have come in from members of the Council.

*Freedom of Teaching in Science.*—The Council has not deemed it necessary to act on the basis of authorization at the Philadelphia meeting, the matter being sufficiently dealt with by local chapter letters.

*Association of American Colleges.*—By authorization of the Council, the President and two members represented the Association at the annual meeting of the Association of Colleges with a view to encouraging cooperative relations.

*Teaching Load.*—A new committee to deal with the general question of desirable amount of teaching for college and university professors has been authorized.

*Annual Meeting.*—The Executive Committee besides selecting the place and date for the annual meeting considered favorably the question of making it a subsidized delegate meeting, corresponding to that at Columbus in 1923.

*Academic Freedom and Academic Tenure.*—The Executive Committee discussed these problems with the chairman of Committee A, authorized the appointment of a committee of the Council to report on conditions at the University of Louisville (report published in the October *Bulletin*).

*Committee chairmen* and other *representatives* have been appointed as published in the April *Bulletin*.

Five members have been transferred to the Honorary list.

## SECRETARY'S REPORT

During 1927 the Secretary has conducted the usual correspondence with officers, members of the Council, committee chairmen, local chapters, and members.

*Bulletin.*—The plans for reorganization of the editorial work on the *Bulletin* have made satisfactory progress with the formation of an Editorial Committee including Professor Joseph Allen, of the College of the City of New York, Professor Margaret Farrand, of Smith College, and Professor G. R. Coffman of Boston University. Professor Coffman reviews books and periodicals which seem of sufficient general interest; Professor Allen is primarily responsible for the selected material under Educational Discussion; and Professor Farrand assembles and coordinates the material. The Secretary acts as chairman of the Committee with responsibility for official material. The edition of the *Bulletin* in 1927 has been 7500; paid subscriptions have numbered 275 including 181 for administrative officers and trustees through local chapter subscription.

*Chapter Letter.*—Six letters have been addressed to local chapters during the year dealing with the following topics, among others:

*Freedom of Teaching in Science.*—Information was invited in January from any local chapter where conditions were unfavorable and this was followed by a special letter to institutions in sixteen states. In nearly all cases the offer of assistance was welcomed but it was deemed necessary to deal with the local problems through local agencies only.

*Topics for Discussion.*—An extended list was circulated in March with the suggestion that local chapters make a selection from the list and report results of their discussion to the appropriate committees or to the officers of the Association.

*Pensions and Insurance and Income Tax.*—Information as to local or personal developments was invited for transmission to the corresponding committees.

*Local Chapter By-law.*—A question whether the present by-law was too restrictive of local chapter initiative was presented for an informal expression of opinion, to be transmitted to the special committee on Local Chapters.

As an experiment this year, the Secretary's office has, on application, supplied chapter letters in duplicate to about sixteen hundred members in thirty-seven chapters. The question of continuing and perhaps extending the plan awaits attention.



Thirty chapters subscribed for the report of the annual meeting at Philadelphia.

Seven letters have been addressed to the Council, as indicated in the report of the Council.

The Secretary has attended as one of the representatives of this Association the usual meetings of the Committee on the American University Union. The somewhat complicated organization of the Committee has been simplified by the withdrawal of the American Council on Education from the international field and the transfer of responsibility to the Institute of International Education.

The American Council on Education has also voted to discontinue its register of college teachers on account of the heavy expense involved and the limited use made of the register by appointing officers.

The present statistics of membership are as follows:

Active membership January 1, 1927.....	6076	
Deaths.....	44	
Resignations.....	136	
Membership lapsed.....	159	
Transfer to honorary membership.....	5	344
		<hr/>
		5732
Reinstatements.....	13	
Elections.....	723	736
		<hr/>
Total active membership (January 1, 1928).....		6468

H. W. TYLER, *Secretary*

## TREASURER'S REPORT

The following statement of Income and Expenditures for the fiscal year ending November 30, 1927, and for the month of December 1927, and the accompanying Statement of Assets as of December 31, 1927, are submitted by the Treasurer, as his Report for the year. The accounts of the Association have been duly audited by H. C. Pierce of Arlington, Mass., Auditor and Accountant, and have been found to accord with the statements submitted herewith.

### STATEMENT OF INCOME AND EXPENDITURES

	(from Dec. 1st to Nov. 30th)		December
<i>INCOME</i>	1926	1927	1927
Receipts from annual dues.....	\$17,797.10	\$18,241.83	\$723.00
Receipts from sales of <i>Bulletins</i> ....	890.28	664.47	19.50
Receipts from A. M. reports.....	141.25	90.00	
Interest received on Checking Account.....	132.25	130.99	32.11
Interest received on Savings Account.....	134.91	356.74	
Interest received on Life Membership Account.....	38.54	65.42	
Interest received on Liberty Bonds.....	106.25	106.25	
<i>Current Income</i> .....	<u>\$19,240.58</u>	<u>\$19,655.70</u>	<u>\$774.61</u>
<i>Other Income</i>			
Receipts from Life Membership dues.....	136.26	303.53	
Overpayment of dues.....	16.00	18.00	
Returned from Revolving Fund....	565.00		
To close out Secretary's Fund.....	300.00		300.00
<i>EXPENDITURES</i>			
<i>Bulletins</i> .....	\$7,096.69	\$7,601.82	\$1,461.93
Secretary's Office.....	4,737.30	4,795.32	492.77
Treasurer's Office.....	995.34	870.49	35.00
President's Office.....	3.75	45.77	
Committee Expenses (including Legal Assistant.....	621.21	1,239.32	91.89
Annual Meeting.....	1,130.41	997.08	2,919.08
Executive Committee.....	196.11	204.99	
Chapter Rebates.....	792.00	1,726.25	20.75
American Council on Education and American University Union in Europe.....	143.50	172.84	
Publicity.....	364.38	421.64	48.33
<i>Current Expenditures</i> .....	<u>\$16,071.69</u>	<u>\$18,075.52</u>	<u>\$5,069.75</u>

## TREASURER'S REPORT

123

*Contra Items (see Income)*

Transferred to Life Membership account.....	136.26	303.53
Refund of dues.....	16.00	18.00
Advanced to Secretary's Office....	565.00	
Advanced to maintain Secretary's Revolving Fund.....	300.00	300.00

ASSETS<sup>1</sup>

(as of Dec. 31, 1927)

In Life Membership Account ( $4\frac{1}{2}\%$ ).....	\$1,661.42
In Savings Account ( $4\frac{1}{2}\%$ ).....	9,594.49
Liberty Bonds (3rd at $4\frac{1}{4}\%$ ).....	2,500.00
In Checking Account.....	943.22
<b>TOTAL.....</b>	<b>\$14,699.13</b>

JOSEPH MAYER, *Treasurer*<sup>1</sup> Exclusive of Office Equipment and Bulletins.

## REVIEWS

*The American College and Its Rulers* by J. E. Kirkpatrick, New Republic Inc., New York, 1926.

Dr. Kirkpatrick in this interesting study is making a plea for democracy in higher educational administration. He reviews the history of the earliest higher educational institutions with special reference to organization and control, records present academic practices, and summarizes some of the more important democratic tendencies among progressive colleges and universities of today. His thesis and point of view may best be presented in his own words:

Teachers have little or no responsibility for the formation of policies, for the enactment of laws which determine the major concerns, or for the appointment of their officers and their own colleagues. As a consequence, they have little interest in such matters and do not seem to know that in these important respects they are in a very different class from their fellows in other countries. American teachers are more like a mass of unorganized laborers than a self-respecting and responsible guild or profession.

The writer has undertaken further to show that only by a return to the early democratic practice with respect to the teaching profession and by an extension of it to include the student community can there be developed a type of school which shall serve as research departments or laboratories for our great and complex political and industrial societies. This is the one important issue.

He believes that pupils and students should be regarded as experimenters who are set to find new and better ways of thinking and living, not probationers required to learn carefully the ways and beliefs of their elders; that we must look to our schools for creators, not imitators, if the race is to move on to a more rational and spiritual order. To attain these ends the writer believes that our school youth, with their own approved teachers and administrators, must be permitted to face their own problems and their own responsibilities and determine for themselves the course they will take.

Part One entitled "Academic Beginnings," includes a brief survey of the early organization and control of Harvard, William and Mary, The "Log" College, Yale, Princeton, with a chapter each on the democratic survival in modern colleges and universities, and on the situation in some leading Canadian and Latin-American universities. Harvard (The Tutor's College), William and Mary (The Professor's College), and the "Log" College (a Collegian's College—a free lance institution in Pennsylvania during the first half of the eighteenth century) followed English tradition in higher education and centered

academic responsibility upon the campus. Yale (The Hired Man's College) and Princeton (a Layman's College) initiated the prevailing American system of "absentee" government. Notable examples of modern institutions in which the faculty have a voice in matters of election or internal administration, as cited by Dr. Kirkpatrick, are Oberlin, Indiana, Union Theological Seminary, Vassar, Western Reserve, Chicago, Michigan. The Canadian universities appear to be following the tradition of our country with reference to academic administration; whereas the Latin-American institutions have more democratic autonomous government, with the responsibility shared by faculty, alumni, and students.

Part Two, "Academic Practices," shows "how the early movement of the directing power of the college away from the campus has continued until now it is clearly located in the 'skyscraper,' under the management of the 'captain of erudition.'" The author devotes one chapter to Clark University, as an illustration of the results of autocratic rule, another to Amherst under Meiklejohn's presidency, as an "adventure in thinking" and a final one to Antioch, with a democratic administration, as "a venture in excellence." Here, he states, "not far removed from 'Zenith' is an experiment in democracy, democracy as between town and gown, scholar and worker, pedagogue and pupil, and, most remarkable of all, between president and professor, faculty and 'fellow,' which is quite without parallel in this 'democratic' land of ours."

In Part Three, "Democratic Strivings," Dr. Kirkpatrick records his faith in militant minorities among the undergraduates, the American representatives of the "youth movement," criticizes in detail the college and university presidency, "an office for the superman," suggests commission form of government "as the possible and desirable next step in college and university organization," and looks to a future in which trustees, faculty, and students would share in university administration on a co-partnership basis.

Since a committee of the American Association of University Professors decided after careful investigation that one of the principal reasons for Dr. Kirkpatrick's removal from Washburn College a few years ago was that he "urged changes in the constitution of the College which would limit the president's power and give the faculty a greater part in the determination of the educational policies of the institution," he may be regarded as a martyr to the cause for which he is pleading. Possibly this may help to explain the



absence of a judicial attitude and the lack of urbanity in many passages. But urbanity is not the way of the reformer. Possibly also it may suggest a temperament inclined to advocate what some conservatives will regard as Utopian in reforms. But it is a book which all conservatives satisfied with present university administration should read. It is a challenge to them. Progressives and radicals will read it with enthusiasm. Its greatest objective value consists in its historical survey of the organization and control of our earliest colleges and universities.

Relative to Dr. Kirkpatrick's faith in the intellectual initiative of undergraduates, the following quotation from a review of this book by Professor Dewey in the *Modern Quarterly* for June-September 1927, is pertinent.

Dr. Kirkpatrick seems to me to exaggerate the liberal temper of youth. That the "creator is most free in the youthful part of each generation" is a dubious statement. Speaking generally, youth is curiously conventional in intellectual matters, at least that part of the youth which gets into colleges and universities. College atmosphere, "college spirit," the activities of alumni—all make for a non-critical complacency with things as they are, intellectually and socially, and for a crude hip-hurrah externalism. Possibly this state of affairs is indirectly connected with the existing system of college government, but independent causes for it readily occur to my mind.

*Higher Education, Biennial Survey 1924-1926, Bulletin, No. 34, Washington, 1927.*

Anyone desiring in brief compass a well digested and complete survey of the main trends in higher education in the United States during the past two years should send to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. for this bulletin. In fact, an intelligent reading of it would make an excellent introduction to a study of the aims and activities of the American Association of University Professors, this latter a duty which ex-President Semple in his closing remarks as retiring president in Cincinnati on December 31, 1927, urged upon every member.

These advance sheets from the Biennial Survey of education in the United States contain intelligent analysis, as well as a packed summary. This is clearly indicated in the opening paragraphs:

Specific phases of educational activity and of conflicting opinion discussed in the succeeding pages are unified by their relation to

certain general tendencies of higher education during recent years. These tendencies may be summarized in broad terms by four statements:

First. Discussion of the basic objectives of higher education has been conducted in general from the standpoint of emotional prejudice rather than upon the basis of scientific collection and treatment of facts for the purpose of defining the obligations and the position of higher education in its relations to the present social and economic order.

Second. Modifications of conventional educational procedure and creation of new procedures have, on the contrary, been characterized by increasing thoroughness of investigation in accordance with scientific methods.

Third. Redefinition of objectives and adaptation of organization and procedure have been motivated by interest in the individual student.

Fourth. Modification of the educational organization and of both content and methods of instruction has been characterized by intensification of the educational process.

Mr. Klein presents his material under the headings: Objectives of Higher Education, Large Attendance, Costs of Higher Education, Public Pressure through Political Action, Cultural Versus Vocational Education as a Life Process, Application of Scientific Methods to Study of Higher Education, Better Educational Service to the Individual, Student Relations and Welfare, Improvement of Teaching, Interest in Student Quality, and Intensification of the Educational Process. In view of the varied problems presented and discussed at the Cincinnati meeting on December 30-31, 1927, his conclusion is significant for alert and intelligent members of this Association:

The foregoing review, covering the biennium 1924-26, shows that higher education in the United States is in a state of flux.

The imperative necessity for higher education to readjust itself to the social and economic structure of the Nation is receiving attention, but scientific study and research, now so generally given to details of methods and procedures in higher institutions, are little used in defining the larger objectives and relationships of institutional service. In general, higher education is receptive to changes in method, in content, and in procedure, but little evidence exists of the development of general educational philosophies to which specific problems may be related.

Mr Klein believes that the five causes which have in the main provoked discussion of the objectives of higher education are large attendance, high costs, public pressure through political action, "the convic-

tion that the cultural and occupational are inherently in opposition, and the conviction that education is a life process and should be so recognized by institutional organization and procedure."

It is obviously impossible from such a packed and meaty summary to select as an illustration of the importance of his material one passage more pertinent than another. The following is of sufficiently wide interest to deserve quoting:

Anyone who examines faculty discussions, presidents' reports, and trustees' proceedings in many small and in some large institutions will be impressed by the number of instances in which well-advertised devices of procedure and of organization are advocated without reference to their relationship to the general plans and objectives of the specific institution. Sheer desire to secure credit for participation in current educational thought and desperate groping for a way out of immediate difficulties, therefore, can be distinguished from purposeful action only when adoption of the vogue is judged in relationship to plans for plant, financing, faculty standards, student life, and territorial field.

*The Educational Record*, October, 1927. The table of contents of this quarterly published by the American Council on Education, has a number of articles which should make a rather wide appeal:

"The Modern Foreign Language Study in the United States," by Robert Herndon Fife; "The Modern Foreign Language Study in Canada," by Milton A. Buchanan; "What College Man is Wanted," by W. J. Donald; "College Entrance Requirements," by Clyde Furst; "Personnel Methods in College," by David Allan Robertson; "Specifications for College Personnel Work," by the New England College Personnel Officers.

Two of these should be of special interest to all college and university teachers. The first to which I refer, by W. J. Donald, managing director American Management Association, attempts to answer from the point of view of business men the question, "What college man is wanted?" As a constructive suggestion for schools of business administration, he concludes that "nothing will contribute so much to giving the college man the proper attitude toward his first years in business as the removal from the college curriculum of those courses which tend to make him think that he knows how business is managed, unless it be a frank avowal on the part of our colleges and universities that their function is to give the student a mental training with which he may more effectively,

in the course of actual experience, study actual business problems and more quickly than the non-college man learn in after college days how to manage a business."

The second, by Dr. Clyde Furst, "College Entrance Requirements," a chapter from a forthcoming volume on *The Efficient College*, emphasizes the fact that the problem of entrance requirements is now more far-reaching than that of grades in academic subjects. It includes in addition to written examination or certification, general mental tests, personal data, and interviews.

*Professional Codes.—A Sociological Analysis to Determine Applications to the Educational Profession*, by Benson Y. Landis, Bureau of Publications, Teachers College, Columbia University, 1927.

The excuse for presenting here a summary of the aims and contents of this book is to raise the question of the desirability and advisability of having prepared and formulated by the American Association of University Professors a code of ethics for college and university teachers in this country. Some leaders in this organization believe that an ethical code establishing recognized standards for approved action would help to dignify our profession in the eyes of many.

Dr. Landis states his approach to this task in his preface.

This study is offered to educators who are considering the problems involved in the development of professional ethics. It is a sociological analysis of code-making in the various professional organizations, and aims to reveal how the experiences of these groups may be applied to Education. In this sociological analysis the professional code is regarded as an aspect of the life of an organization. Study is made of the social situation out of which codes have grown, the methods of defining these situations, the structure of the organization and the type of code that has been evolved.

The study includes an analysis of eleven organizations:

- I The Pennsylvania Education Association
- II The American Institute of Architects
- III The American Institute of Accountants
- IV Two Professional Organizations among Lawyers in New York City
- V The American Medical Association
- VI The American Association of Engineers

- VII The American Society of Newspaper Editors
- VIII The New Haven Congregational Ministers' Association
- IX The Art Directors' Club
- X The United States Chamber of Commerce
- XI The Grand Rapids Real Estate Board

His problem stated in brief is:

(1) What are the functions of code-making in the development of ethical standards in the various professions, and (2) how may the experiences of these professional groups be applied by educators in the development of professional ethics?

He advises four types of professional codes: (1) the code which is a collection of specific rules of conduct; (2) one which is a collection of two kinds of articles—specific rules of conduct and general principles which set no standard; (3) one which is a collection solely of principles which set no standard; (4) one which consists of general principles constantly applied to particular situations by the rulings of a practice committee.

His final chapter, "Applications to the Educational Profession," concerns primarily the question of ethical codes as related to the public schools rather than to the college and the university. This fact is suggested in part by a list of situations which he thinks educators "can probably most clearly define" and which "should be tackled."

Competition for appointments.

Other relations between colleagues.

Relations between teachers and supervisory officers.

Relations of educators and publishers and supply houses.

Relations of educators with teachers' agencies.

Relations of educators with school boards.

The reviewer wonders if the wisest procedure for the American Association of University Professors is not to apply the principle of common sense and the doctrine of good feelings in the average case, referring, as at present, to the committee on University Ethics special problems as presented.

*Creative Education in School, College, University, and Museum*, by Henry Fairfield Osborn, Charles Scribner's Sons, New York.

*Creative Education* is essentially an autobiography. Because Dr. Osborn, the distinguished scientist, is the author, there is also a partial history of the development of certain aspects of studies in



science in American colleges and universities in the past fifty years; because of his long connections with two great Eastern universities, it is in addition a partial history of the development of certain features of graduate work in the United States during this same period; and because he has all these years attempted to practice the precept that the greatest function of a teacher is to develop the creative impulses in his pupils, all that he says about the needs and importance of creative education in American life is of significance and interest. Incidentally, also, the book may suggest for the first time to a great many college and university teachers the place and function of museums in modern education. The contents include an autobiographic introduction and the following chapters:

- I Fifty Years a Student with Students
- II The Creative Spirit in the School
- III The Mediaeval and the True Modern Spirit in the College
- IV Creative Research in the University
- V The Museum a New Force in Education
- VI Science and Sentiment in Professional Education
- VII Creative Education in After-Life

These headings lead one to expect a comprehensive survey of the subject chosen. As a matter of fact the material is just the opposite. With the exception of the first and last sections it consists almost entirely of reprints of articles, reports and addresses prepared by Dr. Osborn during the fifty years under survey. After the first few pages one finds frequent repetition of identical ideas and phrases. In detail the material is significant, informative, stimulating, and suggestive. In totality the book is disappointing and scattering.

RECEIVED FOR REVIEW.—*Getting and Spending at the Professional Standard of Living*, Dr. Jessica B. Peixotto, The Macmillan Co., 1927.

*The Nature and the World of Man*, H. H. Newman and Others, University of Chicago Press, 1927.

*Our Ancient Liberties*, Leon Whipple, H. W. Wilson, 1927.

*Civil Liberty*, Edith M. Phelps, Compiler, H. W. Wilson, 1927.

*Reading with a Purpose*, American Library Association:

*The Foreign Relations of the United States*, P. S. Mowrer.

*The Founders of the Republic*, C. G. Bowers.

*The Study of English Drama on the Stage*, W. P. Eaton.

*George Washington*, A. B. Hart.

*The Westward March of American Settlement*, Hamlin Garland.

## NOTES AND ANNOUNCEMENTS

**ASSOCIATION OF AMERICAN COLLEGES.**—The annual meeting of the Association was held at Atlantic City, January 12-14. The program included reports on the Cost of College Education, Academic Freedom and Academic Tenure, the Enlistment and Training of College Teachers, and papers on College Personnel Technique, the American Undergraduate Abroad, Encouragement of Scholastic Achievement, and Research in Colleges. By invitation of the Association of Colleges the Association of University Professors was represented by Professors H. V. Ames (Pennsylvania) and A. M. Kidd (Columbia) as delegates.

**COLLEGE ENTRANCE EXAMINATION BOARD.**—The twenty-seventh annual report of the Secretary gives the usual statistics for the examinations of 1927 and comments briefly on the scholastic aptitude test, initiated in June 1926; on the increasing use of the Board examinations by colleges and other agencies, and analyzes in some detail the financial operations of the Board, pointing out the need of a building and endowment, and the increasing expense per candidate.

Bowdoin College has been admitted to membership in the Board,

**NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION.**—The Society will hold its annual meeting at Harvard University, February 27 to 29. The program includes papers on "The Literature on College Teaching," and "An Attempt to Study the Educational Problems of the College." Round tables for sections will be conducted in Educational Psychology, History and Philosophy of Education, and Educational Sociology. There will be a joint session of the Society with the Educational Research Association on the general subjects "The Bureau of Research in Public School Systems" and "Where Does One Go for Fundamental Assumptions in Education?"

**NATIONAL EDUCATIONAL CONFERENCE.**—The new dean of Teachers College, Columbia University, William Fletcher Russell, will be inaugurated on April 10. On this and the following day a national conference will be held to consider the present condition of American education, its successes and shortcomings, and its future develop-

ment in response to new social demands. The main features of the two days' program will be general sessions at which nationally known speakers, both educators and laymen, will discuss educational needs; group conferences of persons interested in particular aspects of education, and the installation itself, with addresses by President Butler, Dean Russell and others. The program will close with a banquet on Wednesday evening for the visiting delegates.

DEPARTMENT OF SUPERINTENDENCE, NATIONAL EDUCATION ASSOCIATION.—The convention meeting of the Department will be held in Boston, February 25 to March 1. Special committees will present statements of the educational policies of America's school administrators and on the relationships between boards of education and superintendents of schools. One afternoon will be devoted to discussion groups; another to conferences of school administrative officers divided according to the size of the cities in which they function. Sunday vesper services will be held in six historic churches with a college president delivering an address in each.

PROGRESSIVE EDUCATION ASSOCIATION.—The sixth annual convention of the Progressive Education Association will be held from March 5 to 10 in New York City. Progressive educators from all parts of the United States and from many foreign countries are expected to attend. The speakers will include Professor John Dewey and Mr. Stanwood Cobb, President of the Association. Reports will be given of new educational movements in Germany, Russia, and the Orient. Delegates will have opportunity to visit progressive schools in New York and New Jersey.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS.—*News Bulletin*, No. 1, dated December 1, 1927, contains statements by the officers and an account of the second biennial conference, held at Toronto last August. The total registration was more than four thousand, from twenty-nine countries. The next biennial conference will be held in Europe in 1929. Upon request of the section of Teachers Associations and the International Aspect of School Administration, of which Dean William F. Russell was chairman, the Board of Directors authorized a special appropriation for investigation of tenure of office of teachers in various countries of the world, a comprehensive report to be made at the next biennial conference.

GENEVA SCHOOL OF INTERNATIONAL STUDIES.—The session of 1928 will include a seminar for advanced students; a coordination course open to students of third year standing and over at European Universities, with lectures in English and French on international problems; a contact course open to other persons interested in international relations; and special courses for teachers. The session will begin July 10 and continue until the close of the Assembly.

THE AMERICAN HISTORICAL ASSOCIATION AND THE MAYOR OF CHICAGO.—Resolutions have been adopted by the Council of the American Historical Association condemning the attacks made by Mayor William Thompson, of Chicago, on the American history text-books used in the schools of that city:

"In the opinion of this Association, the clearly implied charges that many of our leading scholars are engaged in treasonable propaganda and that tens of thousands of American school teachers and officials are so stupid or disloyal as to place treasonable text-books in the hands of children is inherently and obviously absurd. The successful continuance of such an agitation must inevitably bring about a serious deterioration both of text-books and of the teaching of history in our schools, since self-respecting scholars will not stoop to the methods advocated. Genuine and intelligent patriotism, no less than the requirement of honesty and sound scholarship, demand that text-book writers and teachers should strive to present a truthful picture of past and present, with due regard to the different purposes and possibilities of elementary, secondary, and advanced instruction; that criticism of history text-books should therefore be based not upon grounds of patriotism, but only upon grounds of faithfulness to fact as determined by specialists or tested by consideration of the evidence."

## EDUCATIONAL DISCUSSION

THE AIMS OF A LIBERAL COLLEGE.<sup>1</sup>—Let me announce as my conviction that in education, from the first grade to the graduate school, the aims are threefold; first, to fit us for the more successful practice of our respective callings; second, to enrich and refresh our lives with more intelligent and varied avocations; and, third, to render us more helpful in our manifold relations to the community at large. You will notice that I express each of these aims in the comparative degree—more successful, more intelligent, and more helpful—for there have been and will be many, like Abraham Lincoln, of humble schooling but supreme attainment, and I should be the very last to assert that college was the one and only door to achievement or respectability. Rather do I mean that, in any particular work, a man whose mind has been matured by study and by intellectual contacts with teachers and fellow-students usually has a distinct advantage over one of equal native ability who has not enjoyed these privileges.

Older systems of education failed to make adequate provision, as many today assert, for training in one's profession. Yet so long as education was rigorous, life was easy, competition not too keen, and specialization not highly developed, they worked pretty well; and we must not, in an insecurely established pride in modern educational training, forget that nearly all our modern sciences were staked out by Aristotle, who had never heard of a laboratory or enjoyed what we should consider a scientific training, but who had listened, albeit probably at times with healthy dissent, to the teachings of an idealistic philosophy; or that the foundations of the British Empire were laid by men trained, if trained at all, in the older education of the classics and mathematics, but quite innocent of instruction in political science or even economics, to say nothing of sociology, psychology, and the newer aspects of geography.

I readily admit that some of the more modern professional studies have a place, and a definite one, in our educational program; but I greatly deplore the frequent tendency to allow them to usurp, whether directly or in the indirect form of pre-professional studies, a larger and larger part of the attention of the undergraduate; and I submit that the time is at hand, if not already here, at which they will appear quite as much in need of revision, pruning, and greater

<sup>1</sup> Inaugural Address, Amherst College.



mingling with other subjects as was ever the older and more stable curriculum which it has become the easy fashion to disparage. If such a revision is not made, the entire purpose of education is in extreme danger of going by the board, with consequences of which any intelligent man must dread to think.

Specialists have accordingly felt more and more absolved from responsibility for what lies outside the bounds of their own domain, and have often exhibited a nervous dread of that most damning of all criticisms to a true scientist, namely, that of amateurish meddling, if they venture, even on a holiday excursion, into the preserve of a brother scientist.

At each segregation, the continent of learning is more completely Balkanized and the individual is more firmly imprisoned in a little particular state, isolated from the rest of his kind and related to them only by the college faculty, as a sort of loosely joined league of nations, each member working primarily for his own departmental ends. Within the bounds set out by intellectual customs and immigration barriers we all too frequently levy our armies of loyal students (or attract mercenaries from outside), form temporary alliances, declare war on our neighbors, or waste our energies in political machinations.

And even where the relations of departments are mutually friendly rather than hostile, when the universities, in their ambitious but pathetic attempts to exhaust the field of knowledge, have dispersed their not too ample resources so as to cover every conceivable phase of every known subject, when suggested or prescribed curricula are established in highly specialized fields—I have known of one such proposed in a prominent university, dealing with the lively and broadening topic of bee-keeping—when these curricula reach out, as vigorous departments are too often expected to do, so as to seize within their tentacles more and more of the student's time and energies, and when not only must the graduate school or the years of the upper-classman, but also the two lower years of the college course and even the work of the high school be definitely oriented toward this specialty—then, I ask, what becomes of the school, the *scholê* of the Greeks, by definition a place of leisure and, presumably, of unbiased and quiet reflection, and what becomes of education in any proper and hitherto recognized sense of the term, and who, if any, are the educated? Or is everyone educated if only he has been ground through a mill, no matter what its kind or its output? In the midst, and, even worse, at the end of our so-called education, we perhaps

wake up enough to discover that we cannot converse on intellectual subjects, because no two of us understand a sufficient number of the same things to start from common premises, and a sort of Pentalostal gift of tongues has provided that each one, chemist, psychologist, literary critic, and sociologist, shall declaim in his own peculiar dialect, unintelligible to all others...

It is against this *reductio ad absurdum*, or better against the tendencies that urge us toward it, that the liberal college must resolutely make its stand. We have too supinely accepted the trend of education in this direction. It is for us now boldly to challenge the idea that a physician is a better member of his profession because he has reduced the non-professional part of his training to a vanishing minimum, or that a scientist should not be compelled to spend precious college hours in the study of the humanities. "By their fruits ye shall know them" is a law applying in education as well as in morals...

Further, we should attack this newer and mischievous theory at its very source, which is, I conceive, the wide-spread fallacy that no person can understand a subject except after pursuing organized courses of instruction in it. A classical student may be a capable Latinist, but he has never had a course in Ovid. Let him never read—still less, teach—Ovid until he has taken a course specifically in that author (or, if you ask the professors of education, until he has taken a course in the methods of teaching Ovid)...

In every college course there must be a large place given to the acquisition of facts. In the more elementary courses this must necessarily be done through text-books and prescribed reading; but I should feel it a misfortune for any student to obtain his diploma who has not, at some point in his college career and in some subject or other, no matter how small, been forced to go back to the sources, whether documentary, observational, or experimental, to collect there his facts in sufficient fullness so that he may at least realize the degree of their completeness or incompleteness, to analyze and classify these facts, and from them to deduce generalizations and principles, to be compared with the conclusions of other investigators, presented in a logical and reasonably lucid written or oral style, and subjected to the most unsparing criticism. The intrinsic importance of the subject investigated and whether it is a contribution to knowledge or a theme often handled before are matters of comparatively little moment, save as stimuli to the interest of teacher and student. The all-important thing is that by doing thoroughly

a single piece of work, from the ground up, the student should develop the ability to collect and control his data; should learn to coordinate, subordinate, and logically interrelate them; should gain a respect for underlying principles solidly based on facts, but in value, both educationally and intrinsically, far transcending that of the facts alone; and, finally, should be stimulated to respect and enthusiasm for work of patient and precise observation, comprehensive generalization, and finish of expression, whether his own or that of another.

In all this process the man is being made the master of the formula. What I mean is this. Much of our learning is the acquisition of formulae. These may be mathematical or chemical, in which case we easily recognize them as such; but formulae extend, in more disguised form, through the rest of life as well, in the shape of rules, prescriptions, definitions, models, fashions, creeds, and many other standards. Toward these formulae men react in one of three ways. One ignorantly swallows the formula on the authority of text-book, teacher, clergyman, newspaper, fraternity brothers, or public opinion, and when his belief is questioned has, as his only foundation, the dictum of another. If he has chosen his authority wisely, he may perhaps maintain his house upon the rock; but men of this first type seldom are sufficiently careful in the selection of their authorities. Those of a second type, despising the unintelligent dependence of the first class, and too indolent or restive to endure the labor of study and thought, declare that all rules, laws and standards are but useless taboos, and that each man must be a law unto himself.

This frequent and very up-to-date form of self-expression, if universally and consistently adopted, would mean the abandonment of all the hard-won experience of the race, by casting overboard all intellectual, artistic, political, moral, and religious standards. Perhaps better ones might eventually be substituted for these, but the risk is too great, and the examples of the application of these theories are not encouraging. The third and truly liberal attitude towards formulae is that of the man who recognizes that though they are often the objects of superstitious idolatry on the one hand, or, on the other, of unsympathetic and ignorant disdain, yet they are, in essence, convenient brief codifications of the experience of the race. As such, he tries to analyze them, to understand how they have been reached, and what they attempt to do. He thus becomes their master and can make them serve him, rather than remaining their

slave, or, on the other hand, refusing to accept their useful assistance...

In the production of such a frame of mind our higher institutions of learning are to teach us how to think, not what to think, and Amherst College, in particular, does not exist to maintain either that all which is is wrong, or that as things have been so things should always be. Training, then, in the formation, use, and critical appraisal of formulae is a most essential part of our education, and one which may advance science, politics, and the arts into larger regions, unapproachable alike to those who carelessly reject and to those who unintelligently accept the heritage of the past...

But I am here yet more concerned with education as preparing for mental avocations, which refine, diversify, and broaden the serious satisfaction (as opposed to the mere temporary and time-filling amusements) of life. The opportunity for the enjoyment of leisure has probably never been ampler than in America today... Yet how is this hard-won privilege to be used? One of the most pathetic features of our day seems to me the lack of variety and individuality in the ways of spending leisure, and the waste of spare time upon things unworthy. . . We may indeed be accused of being an unconventional age in our manners, but in our pleasures we run in a rather narrowly conventional rut, and it is perhaps during the formative years of adolescence and early manhood that divergences from the limited canon of pleasures are most likely to bring upon a man the accusation of being a high-brow or a freak. Just here, I believe, is one of the greatest challenges to our educational system, to equip men not only for their vocations, that they may be worth more to their employers, but also to stimulate them to an interest in wholesome and worthy and diversified avocations, in which they may be worth more to themselves, and rise above the level of the mere tired business man. . . For, after all, one of the surest tests of an educated man is his behavior when alone, and now and again one whose formal education has ceased with the grade schools has developed, by self-training, inward resources which would put to shame many a doctor of philosophy. . .

Returning to the previous question, I wish to assert that one of the fundamental duties of education—perhaps the most fundamental—is to stimulate the intelligent interest of the student in worthy subjects outside the field of his probable life work. Some suppose that nearly related subjects, as being next in the scale of utility, are the best adapted for this purpose; but I think quite the contrary,

that remotely related or entirely unconnected ones are, after all, most helpful because furnishing keener refreshment and a more bracing experience. . . It is here that every study in the curriculum, however abstruse and at times even distasteful in anticipation, may powerfully contribute to a man's intellectual equipment, if it but awaken within him an eager curiosity, the satisfaction of which is one of the keenest of human delights. The highways of our thought and work are often crowded and dusty, but thank God that the byways are still cool and enticing. Both poles have been visited, the blank unexplored regions of the maps of our boyhood are fast darkening with the dots of settlements or the lines of railways; the oceans are daily flown as well as sailed; but still around each of us and within a moment's reach, if we but know to how look for it, is the great unexplored, the land of mystery, adventure, and challenge. . .

Let us now rapidly pass to the third great aim of the college, which is to fit us for our relations with our neighbors and with the community at large. Here our needs seem twofold, on the one hand, intellectual and critical, in the development of our powers of judgment, on the other hand, moral, in the strengthening of our character and the broadening and deepening of our sympathies and loyalties. In the economic and political world, with the increasing signs of class struggle, domestic and imported, visible on every hand, there is an ever growing need for a large and thoughtful body of men, blind neither to the claims nor to the defects of radicals or conservatives, but able to stand on their own feet and vote according to their own judgment. . . Such liberalism can best be produced by association with able men, who in an atmosphere of academic detachment have the ability to inculcate the principles of impartial inquiry and of rigorous devotion to truth, while at the same time furnishing in their own personalities examples of enthusiasm, responsibility, and loyalty toward those persons or institutions among whom they have chosen their places.

This brings me to the moral needs of the college, than which I can conceive of none greater. Whether virtue can be taught has been discussed by philosophers from Socrates to the present, and is a question for which I attempt no solution. . . But that men's characters may be strengthened by intimate association with other men of high character seems unquestionable, and the attempt to develop intellectual powers—great and indispensable as I have insisted that these are—without stress upon moral character is, per-



haps, the outstanding mistake of contemporary education and is surely no less harmful than the encouragement of that shallow and mechanical piety, devoid of intellectual integrity and timid in the pursuit of truth, against which we are continually warned by our eruptive press. . .

We have tolerated too long from some recently imported elements in our country an easy and ignorant abuse of our ancestors, and the word "Puritan," in particular, has become a popular term of reproach among those inclined to think little and write much. The Puritans and their New England descendants had their faults, like the rest of us, yet if one examines their simple but beautifully proportioned architecture, their honestly built furniture, and the other surviving works of their hands, and then if he recalls their reverence for superiority (if not always for authority), their adventurous and pioneering spirit, their disregard of the easy, the shallow, and the dishonest, he may come to feel that they possessed qualities in need of revival in this age of the mechanical, the overgrown, the quick, the cheap, and the mediocre. Prominent among the qualities of the Puritans and their descendants, whether lineal or spiritual, was a devotion to sound learning and an insistence upon character enlightened by intelligence, and it was to perpetuate this learning that the notable institutions which we know as the New England colleges were founded. . .; but we should be false to the intention which planted them, did we not attempt to carry from our studies into every worthy profession the same definite ideal of a mission and a high calling which the colleges of old upheld.

ARTHUR STANLEY PEASE, Amherst College

TEACHING TEACHERS.<sup>1</sup>—No institution of learning can be all things to all men. Its outstanding service comes from superior achievements in a well-defined field. Mediocrity is the bane of American education. If our colleges are content with low standards and indifferent achievement how high may we expect the intellectual tide of the nation to rise? Other presidents of Lafayette College in their inaugural addresses have proclaimed this as an institution whose glory is in its teaching, and to this I heartily subscribe. It is an anomalous situation that so few colleges and universities are noted as great teaching institutions for

<sup>1</sup> Inaugural address, Lafayette College.

undergraduates. Research is constantly claiming a greater degree of attention. In itself this is a situation whose benefits to the world in the field of science and of letters cannot be overestimated. But in our enthusiasm for its advancement we must not overlook the mighty army of undergraduate students who place the four most fateful years of their lives in the keeping of the college and who have a right to demand devoted instruction. The college does well to honor him who adds to the sum total of knowledge, but it is untrue to its trust if it does not equally recognize the interpreter of knowledge, the teacher who is no less essential in the scheme of intellectual progress. There is a tremendous amount of knowledge at the mine mouth today, scarcely touched because of indifferent transportation facilities. Many false ideas, economic, scientific, social, are being foisted upon the multitude because of a scarcity of men who can or, more truly who will, interpret sound knowledge simply.

The interest in effective teaching and the study of the science of education have long been outstanding elements in the life of Lafayette College. Eighty-nine years ago the building which now houses a number of the administrative offices was dedicated under the name of Philological Hall. It was built as a model school and was intended according to the record "to accommodate 63 ordinary scholars and 37 candidate teachers." As its director, William Dunn was called from Edinburgh, and with this enterprise there came from the college press a bi-weekly journal, the *Educator*, "devoted to education in the modern liberal sense of that term." Its editors frankly stated that for this important task of leadership they felt themselves "in some degree qualified;" one having been educated in Edinburgh and having been familiar, from infancy, with the Scottish parochial school system. . .

"But whatsoever be our qualifications (they continue), we have given ourselves up to the cause of education and believing that the last hope of the world's freedom is staked on the efficacy and success of the common schools of America, we freely pledge our best exertions to render the proposed publications worthy of such a cause and the confidence of that public, who are destined to bear the lights of science, Christianity, and freedom, in triumph around the globe."

Here is an institution which nearly ninety years ago established in connection with its study of education a model school, probably

the first of its kind in America. Here is a college which in its earliest days recognized the importance of the science and the art of teaching and which set about at an early date in its existence to provide effective instruction for its own students and leadership in effective teaching for the entire nation. The men who fostered this early movement were but the first of a long line of professors at Lafayette whose influence and whose interests are broader than those of a particular subject in the curriculum, who intelligently and untiringly gave the best that is in them for the inspiration of youth. The outstanding impression which this faculty gives to one who is new among them is that of faith in the intellectual and spiritual possibilities of the students. There is here little of that academic cynicism which too often blocks the way to effective teaching. . .

Modern teaching is as truly a learned profession as is any other. And in any learned profession knowledge and technique are inseparable requisites. The teacher with an acceptable technique but with inadequate knowledge is inefficient; and no less is the scholar whose mind has not dwelt upon those methods by which his learning can best be transmitted to those for whose mental development he is responsible. We have gone far in recent years, through orientation projects, in adjusting the freshman to his new surroundings. But another group needs orientation no less. The young instructors fresh from their graduate studies should not be thrown into the complicated and trying work of the classroom without that guidance which will give them direction. The trial and error method may be hurtful to student and to teacher alike. Among our multitudinous faculty committees there should be found the Committee on Teaching. And upon this committee there should be placed the eminent teachers of the institution who through conference with the young instructors, extending over the first weeks of their introduction to their task, could impart and perpetuate methods and principles of recognized effectiveness. Through this simple expedient already in operation in some colleges much that is detrimental to intellectual activity in the students' early days may be overcome. Throughout the year there should be provided a seminar for instructors where from time to time they gather with their more experienced colleagues to discuss their teaching problems and to receive sound counsel. Beyond this, that college which offers to those students in the senior class who are looking forward to college teaching a well-planned and intelligently-directed course in problems and methods, a course

which deals too with the opportunities in college teaching as a career, is doing much to raise the standards of teaching. . .

WILLIAM MATHER LEWIS, Lafayette College

THE QUESTION OF THE WOMEN'S COLLEGES.—Step by step with the recognition of the place of woman in the community has grown the need for educating her for that place. During the last two generations her right to the opportunities of higher education has been admitted, and institutions have sprung up to provide them. These institutions have now reached a crisis in their history which challenges the attention of anyone interested in the progress of our national culture.

There are seven such colleges alike enough in history, in development, and in present interests to be pondered on and discussed by their friends as a unit, and a composite picture of them may be used to illustrate the general situation in which many others share. . .

If women, the mothers and teachers of the next generation, are to have as good an education as their brothers, as solid, as intelligent, and as farseeing, then that education must be established so that it cannot slip backward. Further than that, it must be given every chance to advance without rigidity or restriction. The women's colleges must parallel the education offered, not by the mediocre colleges for men, but by the colleges which train men most efficiently, for unless women are to be less seriously trained than men, the first rank must be the same for each. . .

It would not, of course, be just to compare the endowments of colleges whose work is mainly undergraduate with those of universities which give graduate and professional training and undertake research on a large scale. But a comparison of the women's with the men's undergraduate colleges show a large disproportion in invested funds. The largest of the women's colleges, for example, has endowments yielding annually less than one hundred and twenty dollars per student, compared with five hundred dollars enjoyed by its nearest neighbor among the men's colleges. The difference is made up by charging higher fees and by greater economy of operation. The fees have already been raised to the point where the number of students from the less well-to-do families is showing a serious decline. A substantial part of the income from increased fees has to be used for scholarships to retain our clientele even among the daughters of teachers, ministers, doctors, and other professional

men on moderate salaries. It is from these classes that in our experience come the largest proportion of good minds. We need them to maintain the intellectual quality of the colleges, and it would be a great loss to the country if these girls could not be given the educational opportunities of which they make so excellent a use. We need them and their still poorer sisters to maintain the democracy which has always been a valuable element in our academic life. In spite of all our efforts the proportion of students from public high schools is steadily declining; and a relaxing of these efforts would speedily bring us to a situation in which ninety per cent of our students would come from expensive private schools. Such a result would be a calamity for all concerned. . .

"Greater economy of operation" may not sound like pure loss, but it is necessary to see what it involves. Among the minor implications are restrictions on library and laboratory equipment, less opportunity for legitimate athletics, poorer apparatus, and less leisure for research on the part of the faculty. But the major implication is a smaller salary budget, involving a lower scale of salaries or fewer teachers or both. For the last ten years salaries in the men's colleges have been steadily rising, and the supply of able teachers being strictly limited, this means more and more severe competition. The women's colleges have also increased salaries, partly by means of funds raised by alumnae and a few generous outside friends and foundations, partly by means, as has been said, of higher fees. But the alumnae are exhausted by their efforts and the limit of higher fees has been reached for present economic conditions. We must, therefore, expect more and more to have our best men drawn away from us by our wealthier brothers.

What we are most concerned about is the quality of the intellectual life of our institutions. To maintain the present level, and still more to raise it, there must be money enough to retain our good scholars, to give them reasonable working schedules, to afford them time and resources for research and writing. Positions in the women's colleges must be made positively as well as comparatively attractive and this to first-rate women as well as to men.

It is easy enough to see how the situation has come about. Most of the money in the country is in the hands of men, and those disposed to give or bequeath large sums to education naturally think first of their own colleges. Even when their fortunes are at the disposal of their widows, the alma mater of a husband or son is much



more likely to benefit than a college for women. To thousands of families in which both husband and wife are college-bred, simultaneous appeals have come during these last seven years for contributions to a campaign. In how many cases has the wife's college fared as well as the husband's?

The question which we wish to raise is one of fair play. We have sketched the history and achievements of the colleges for women. They invite scrutiny and they can stand comparison. They are eager to go on, to develop, to experiment. The material which is being sent them in great numbers consists of the daughters of men who hold them as their dearest possessions. For their physical welfare and for their pleasures they lavish their means. For the training of their minds and the development of their personalities the provision they make in comparison with that made for their brothers, is meagre and grudging. Do Americans believe in educating women or do they not? If they do, the question is one of justice rather than of chivalry.

VIRGINIA CROCHERON GILDERSLEEVE, Barnard; MARION EDWARDS PARK, Bryn Mawr; MARY E. WOOLLEY, Mount Holyoke; ADA L. COMSTOCK, Radcliffe; WILLIAM ALLAN NEILSON, Smith; HENRY NOBLE MACCRACKEN, Vassar; ELLEN F. PENDLETON, Wellesley, *The Atlantic Monthly*, vol. 140, no. 5

## LOCAL AND CHAPTER NOTES

**BROWN UNIVERSITY, THE WOMEN'S COLLEGE ADMISSIONS AND PERSONNEL.**—The Board of Admissions has been combined this year with the Bureau of Personnel. Miss Eva A. Moar, the Director, explains the reasons for the fusion: "The combination is a logical result of the tendency of college personnel work to move backward. What the college bureaus are now trying to do is not to help the student in a last minute rush for any job she can get but to teach her to look ahead, to consider the fields open to her; to discover the sort of work for which she is fitted and which she would enjoy. She ought to begin to think about this long before senior year. A good many colleges now require or urge their students to have at least one interview with the Personnel Director during their freshman year. It has seemed to us that it is even more important for the Director to see the girl before she becomes a freshman. Since a girl's school and home past are enormously large factors in the attitude she is going to take toward college it is logical to have the Personnel Director, who is to help her after she enters, begin to get acquainted with her and help her before she comes."

**UNIVERSITY OF CHICAGO, NEW DEVELOPMENTS IN THE COLLEGES OF ARTS, LITERATURE, AND SCIENCE.**—At the opening of this quarter all freshman entered the Colleges of Arts, Literature, and Science; none entered a professional school. This is a decided step forward in the proper education of our students in preparation for later specialization in any particular line, and in the advancement of the standards and spirit of some of our professional schools. . .

Not only have we raised the quality of instruction and improved the variety and adjusted the amount of program offerings, but in several instances the content of introductory courses has been changed so considerably as to make an entirely new course. Perhaps the best example here is the introductory course in Political Economy—"The Economic Order"—a three-quarter course extending throughout the year. Under the leadership of Professor Marshall, the Head of the Department, old course-offerings were restudied so carefully that several of them were abandoned; and after an almost unbelievable amount of time and study had been devoted by Professor Marshall and several of the members of his department, the result is an entirely new course—new in content and method of presenta-

tion—a real and vital orientation course—a course which, I believe, is the best introductory course in economics in the country offered to freshmen. Professor Marshall himself has charge of the course and is the most active participant among the group of instructors and men of professorial rank offering the course.

In similar fashion the Department of History has accepted the challenge and has scrapped its introductory course. Instead of presenting the old and deadly stereotyped course on the history of Western Europe—mainly political and military—the new introductory course in history will present a history of civilization in a fashion which is sure to be more interesting, more vital, and more useful to the student. Many other departments are seriously studying their introductory courses on the scores of content and method of presentation; several have already made marked improvements, and several others are well on the way to doing so. . .

This suggests another primary interest of a number of us—the determination of demonstrated ability, achievement, or accomplishment in certain fields as a substitute for specific course requirements. When achievement tests can be substituted for our present dogmatic and autocratic system of bookkeeping in terms of courses taken, real education will be materially advanced. This is the goal now achieved in the elementary work in French, Spanish, and German, for a student is advanced from one course to another, even in mid-quarter, as rapidly as he demonstrates that he can do the work; and no student is given a grade of C in the third and last required major in any one of these languages until he can be certified as having a reading-knowledge of that language. It is to be hoped that each department will make a serious effort to work out a series of satisfactory achievement tests to be given at appropriate stages of advancement and to take the place of the more simple but quite unsatisfactory method of recording only courses taken.

For the superior students—superior both in ability and in earnestness of application—we are endeavoring to provide methods of escape from the lock-step system of nothing but formal classroom performance—lectures and quizzes, lectures and quizzes—a system which proves all too frequently to be deadening rather than stimulating to the better students, but a system which will probably have to be continued for some time in large institutions for the mediocre and mine-run students. This year we have a number of honor courses open to superior students. The basic idea is to have little if any

formal and perfunctory classroom work; a student is to be given a problem or a really big assignment—one fit to challenge the initiative and capacity of the best student; he is then to be put on his own resources to a large extent and allowed to show his originality and the utmost extent of his powers. Real accomplishment in a particular field is to be the criterion of judgment at the conclusion of his work. That the better students are keen for such opportunities I know as a result of offering such a course myself this year.

C. S. BOUCHER, *The University Record*, vol. XIII, no. 4

*Register of Doctors of Philosophy.*—This covers degrees granted by the University of Chicago from June 1893–1927, inclusive, specified by groups; the total number is 2055, of whom all but 100 are living.

GEORGE WASHINGTON UNIVERSITY, SCHOOL OF GOVERNMENT.—In memory of George Washington, the Mason, the Supreme Council, Scottish Rite Masons of the Southern Jurisdiction, has given George Washington University \$1,000,000 with which to endow a school of government. The fund becomes available at once, and is to be administered entirely by the trustees of the university.

The gift not only is one of the largest ever granted any institution in Washington, but it is also unique in that no conditions of any sort are attached to its disposition. George Washington University is free to establish the school of government, and administer it, according to its own ideas. . .

Nowhere else could a similar institution be created so advantageously. Washington itself constitutes a great laboratory of government. In it students can observe the Constitution at work, and can watch at first hand the development of new ideas. The George Washington school of government doubtless will develop along the lines the Father of His Country had in mind when he provided in his last will certain funds with which to establish a great university in this capital.

UNIVERSITY OF MICHIGAN, THE UNIVERSITY COLLEGE.—The establishment of a University College has been approved by the University Senate and by the Regents. Committees are now at work considering in detail its faculty, curriculum, and personnel. The College will include all students of less than junior standing in the present schools or colleges of the university which admit

students directly from high schools. It will be under the direction of a faculty composed of the members of other faculties of the University who give instruction in any of its courses. This faculty will be constituted mainly of teachers whose primary interest lies in the earlier years of undergraduate study and in methods of adapting instruction to their particular needs. The staff will not be organized into separate groups but integrated with the colleges and departments already existing. The curricula will be so planned and administered as not only to give to students a proper foundation for collegiate and professional programs extending beyond the sophomore year but also to provide profitable training for those students who find it impossible or unwise to carry their formal schooling beyond this point. A general orientation course is being considered and also introductory courses in the physical sciences, the social sciences, the various arts, and physical and mental hygiene. In collaboration with the other schools and colleges of the university, the University College will give comprehensive examinations to all students seeking transfer to these schools and colleges.

UNIVERSITY OF MINNESOTA, ANNUITIES.—Minnesota desires to establish an insurance plan for faculty members. President Coffman has explained the reasons thus: "Every effort was made this year to retain our ablest men but in spite of all our efforts twelve professors resigned. This is a loss which the institution cannot well sustain. Some of those who left gave as one of their reasons for going the fact that the university has no plan to provide for them or their families in their old age. Some of those whom we sought to take their places refused to come here for the same reason. More than 140 educational institutions of this country have pension, annuity, or insurance plans. The regents of this university have come to the conclusion that some such plan is necessary."

MOUNT HOLYOKE COLLEGE, REPORT OF THE PRESIDENT.—A student body of one thousand is all the present college can accommodate. If it should seem wise to enlarge, the view of the present administration is that a second college, after the modified English system recently adapted and adopted by the Claremont Colleges in California, would be better than the enlargement of the present unit. For such a development, the "west campus" would be ideal. . .

After long consideration, it was decided to start a summer school



with a German unit under the direction of Dr. Lillian L. Stroebe, professor of German at Vassar College. The school, held from July 9–August 10, 1927, with an enrolment of seventeen members, was a marked success in intensive study. . .

OBERLIN COLLEGE.—*Proportional Representation*.—Oberlin College has long had the distinction of having a democratic, *i. e.*, a faculty control of its educational policies. All the important committees were elected by the faculty by ballot; but in spite of this a feeling arose that the committees were not always carefully selected because men voted for those that were present at the time of election or for those who had served before. Large sections of opinion were unrepresented and some felt that a group—with the best intentions—ran the college.

The upshot of it all was that we decided to try P. R. for the two most important controlling committees—the one a college committee and the other a general “university” committee. The result has been excellent. No group is unrepresented and at the same time a number of the more important members who served before are still elected under the P. R. system. It did not bring about revolution and at the same time it seems to have satisfied all. It has entirely broken up the tendency to form into cliques for the purpose of control. P. R. has proved itself an admirable plan for the government of a college and a university. The question of educational control is an important one and there is no reason why the merit system should not be applied here as well as in politics.

I see a very decided improvement in the whole tone of the college administration, though I do not mean by this to reflect in any way upon the administration. In fact, President King himself was in favor of the change; so it was not the result of a war, but rather of an honest endeavor to have the most representative and effective control possible.

KARL F. GEISER, *Proportional Representation Review*,  
3rd Series, no. 84

*New Salary Scales*.—By action of the Board of Trustees at their annual meeting on December 7, 1927, a new ideal scale and a new immediate scale of salaries for full time teachers were adopted for Oberlin.

The ideal scale provides ten salary stages, the lowest \$2000, the

next \$2500, and so on up to and including the ninth, which is \$6000. The tenth stage is specified simply as "\$6500 or above."

It is expected that after this scale is fully in operation the teaching staff will be distributed about evenly in respect to salary over the ten stages.

On this scale there will be no automatic advances in salary; but those on the two lowest levels will be considered for advance every two years, and those on the other levels (except the highest) every three years.

The first two levels will carry the title of Instructor; the third level, \$3000, may carry either that title or Assistant Professor; the fourth level, \$3500, carries the title of Assistant Professor; the fifth level, \$4000, may carry either that title or Associate Professor; the next level, \$4500, carries the title Associate Professor; the next level, \$5000, may carry either that title or Professor; the high levels carry, of course, the title of Professor.

The single basis for advance in salary will be increase in value to the college. Three types of such increase in value are recognized: the first and most important is increase in value as teacher; the second is increase in value as helper in administration—this term is meant to apply both to administrative work done in departments and to work done in faculty committees and other all-college enterprises; the third type is increase in public value—this includes (a) increase in value as discoverer—that is, in productive research; (b) increase in value as disseminator—that is, as an interpretator of research through semi-popular writing, through text-books, through editing, through lectures, and through addresses of other types; (c) increase in value as creative artist in any field of art; and (d) increase in value in certain other special respects, as, for instance, service in national organizations.

Public service such as has just been suggested will be approved only when it is engaged in to an extent which does not prevent increase in value as teacher. It will be assumed that the college has the right to expect that the entire working energy of a teacher receiving an adequate salary will be spent in service which is directly or indirectly of value to the college. Length of service will not in itself be a basis for advance, though it is fully recognized that length of service should and often does produce enrichment in teaching ability. Special cases of financial need should be met by special provision other than advance in salary.

The new immediate scale, which will go into effect next September, has a minimum salary of \$1800 and a maximum of \$6000, as against a present minimum of \$1500 and a maximum of \$4500. The transition from the new immediate scale to the ideal scale will be made gradually through a period of six years.

ERNEST H. WILKINS

UNIVERSITY OF PENNSYLVANIA, REORGANIZATION OF BOARD OF TRUSTEES.—A larger Board of Trustees is to be established numbering forty with a triple classification: ten life trustees, twenty term trustees to be elected by the Board for ten years each, and ten alumni trustees to be elected by the alumni for terms of ten years each. An executive committee will be created to act between meetings of the full Board which will be held only three times a year. The Board will be subdivided into groups: Executive Committee, Board of Medical Affairs, of Liberal Arts, of Business Education, of Fine Arts, of the Law School, of Teacher Training, of Engineering, and of the Museum. The full Board will continue to lay down broad principles and policies which will be carried out through the constituent boards and the executive officers and faculties.

VASSAR COLLEGE, ADMISSION METHODS.<sup>1</sup>—The Committee on Admission, which for more than ten years has been engaged in carrying out the principle of selective admission, has been studying and developing a technique of admission in which great interest has been shown by other institutions. An important document in the study of this difficult problem is *Bulletin*, no. 6, vol. 12, October 1926, of the American Association of University Professors, "Selection, Retention, and Promotion of Undergraduates."<sup>2</sup>

This report one hundred pages in length, including a bibliography of seventeen pages, makes twenty-two proposals covering the principle of selection. They will be found on pages 467-469 of the report. Although Vassar College has not been consulted, so far as is known, in the preparation of this report, it is perhaps significant that every one of these recommendations was adopted by Vassar College in advance of the appearance of this document; that Vassar College was among the first—if not the very first—to adopt the most important features of this plan; and that in one proposal at least—the

<sup>1</sup> Report of the President, 1926-27.

<sup>2</sup> The Vassar admission system unfavorably criticized in this document was devised to cover a period of transition and is now no longer in use.

abolition of the Old Plan examinations—Vassar is as yet the only college which has taken definite action. This fact constitutes a very remarkable endorsement of a policy which is the result of ten years of careful and intensive study of our own situation.

The second part of the report, dealing with retention and promotion of undergraduates, recommends a continuance of the competitive principle in the later years of college. With this principle the faculty at Vassar is in accord if competition be measurement by the student of her best powers against her best previous work. We are not in sympathy with any mechanical competition or with a theory that a certain number should be eliminated, no matter how well they may do, at the end of each year. The college student whose interest in work has been established, should depend upon two motives of study, devotion to the advancement of learning in her chosen field and development of her own powers. It is not necessary, nor does it seem to us in accordance with the wisest educational principles, to place too great an emphasis on competition within the selected group. Such competition may stimulate study at the college by artificial means, but it may be questioned whether the best scholarship is produced by it. Until it shall be shown that in the work of the graduate schools Vassar alumnae are at a disadvantage as compared with graduates of colleges using the honors system, the President will urge that the cost incidental to carrying on of honors examinations, tutoring, and all the paraphernalia of the examination schools be devoted at Vassar to better salaries and better equipment for the regular teaching staff. There is a distinct danger in the diversion of attention from true scholarship to the factitious rewards of academic competition.

H. N. MACCRACKEN

WESLEYAN UNIVERSITY, STUDENT LOANS.<sup>1</sup>—College executives are giving a great deal of attention now to the question of what proportion of the cost of an education a college student should bear. With the present prosperity in America, it is a serious question whether parents who are relatively well-off should not pay half of the cost of their son's education. Some day some college will face this matter squarely and charge a tuition rate of at least 50% of cost; if Wesleyan should do this, the rate should be \$500. I believe that a quarter or a third of our men come from homes that should legitimately be expected to pay so large a proportion of the cost. In order to avoid

<sup>1</sup> Report of the President, 1926-27.

becoming a rich man's college the institution might allow any man whose home circumstances are such as to make it seem desirable to postpone, until he has an earning power himself, a certain part of the tuition, perhaps \$200 per year; this might apply to half the men at Wesleyan. These postponements of tuition could be handled by the college itself, or, perhaps, through such an organization as the Harmon Foundation which, in the case of boys who are good business risks, might discount them and pay the college immediately at least part of the deferred obligation—as it is now doing at one college. With the rest of the men we should, as now, be generous with scholarship aid. I think we should determine how many men who need help in their college expenses should be admitted to the freshman class; in order to get a cross-section of American life, I would not think this should be over one-fifth to one-quarter of the class. . .

Beginning this year the Alumni Council Loan Fund has been administered by the college. A new form of application blank for Wesleyan loans has been arranged and insistence placed upon the businesslike aspects of the loan, with prompt payment of the interest semi-annually, and proper repayment of the loan by instalments, after graduation. Personally, I am in favor of a much greater use of loans and a lessened use of scholarships; many colleges are conducting almost all of their student aid on this basis. It is my impression that, when proper scrutiny has been given to the applicants and they fully appreciate the fact that the loan is a business obligation, the principal of a loan fund, instead of merely its interest, may be safely used. Out of 357 borrowers from the Harmon Loan Fund, from a great many colleges, thus far only two have failed to meet their obligations. I think it is a worth-while part of a college man's education to train him to conduct his business affairs, particularly those with the college, upon a sound business basis. Indeed, the handling of student accounts and loans on any other basis, which unfortunately has been too characteristic of colleges in the past, tends to degrade and pauperize those aided. In the data which are now on file for possible employers of seniors, information is included about the promptness with which the undergraduate has met his financial obligations.

JAMES L. MCCONAUGHY



## NOMINATIONS FOR MEMBERSHIP

The following forty-six nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before March 26, 1928.

The Committee on Admissions consists of E. C. Hinsdale (Mt. Holyoke), *Chairman*, W. C. Allee (Chicago), Florence Bascom (Bryn Mawr), A. L. Bouton (New York), E. S. Brightman (Boston), J. Q. Dealey (Brown), A. L. Keith (South Dakota), G. H. Marx (Stanford), F. A. Saunders (Harvard).

Miriam C. Akers (Greek), Denison  
Roland H. Bainton (Theology), Yale  
C. A. Brown (English), Purdue  
Frank Callcott (Romance Languages), Columbia  
Robert L. Calhoun (Theology), Yale  
M. T. Carlisle (Chemistry), Coker  
Zada M. Cooper (Pharmacy), Iowa  
Richard A. Cordell (English), Purdue  
James McBride Dabbs (English), Coker  
F. R. Davison (Bacteriology), Rutgers  
L. Ethan Ellis (History and Economics), Purdue  
Warren W. Ewing (Chemistry), Lehigh  
Gilbert M. Fess (French and Italian), Missouri  
P. F. Finner (Psychology), Florida State College  
Percy Scott Flippin (History), Coker  
F. M. Gregg (Psychology), Nebraska Wesleyan  
Frank F. Hargrave (History and Economics), Purdue  
Bruce Houston (Chemistry), Oklahoma  
Earl Dean Howard (Economics), Northwestern  
John M. Howie (Mathematics), Nebraska Wesleyan  
Rebecca B. Hubbell (Home Economics), Florida State College  
Ray W. Kenworthy (Physics), South Dakota State  
Carl J. Klemme (Pharmacy), Purdue  
Hazel M. Landin (Home Economics), Purdue  
Edward R. Lewis (Philosophy), Nebraska Wesleyan  
Chester R. Longwell (Geology), Yale  
Mildred H. McAfee (Sociology), Centre College

<sup>1</sup> Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

C. H. Mathewson (Mining and Metallurgy), Yale  
Maurice J. Neuberg (Education), Wittenberg  
Mildred B. Paddock (Music), Iowa  
Laura Partch (Home Economics), Purdue  
Charles H. Porter (Economics), Mass. Institute of Technology  
Susan A. Porterfield (Romance Languages), Pennsylvania State  
Caroline M. Reaves (Mathematics), Coker  
Henry B. Richardson (French), Yale  
Cornelius E. Schaible (Religion and Ethics), Coker  
Judson G. Smull (Chemistry), Lehigh  
H. L. Solberg (Mechanical Engineering), Purdue  
A. P. Strom (Electrical Engineering), Purdue  
Bradley Stoughton (Metallurgical Engineering), Lehigh  
Sheldon C. Tanner (Economics), Pennsylvania State  
Ernest Hall Templin (Spanish), California at Los Angeles  
R. G. Thomas (History and Economics), Purdue  
Jennie Tilt (Home Economics), Florida State College  
James D. Trask (Medical), Yale  
Leila F. Venable (Home Economics), Florida State College